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ABSTRACT

This is the eleventh annual volume of a series presenting outstanding campus initiatives. This volume includes the following sections: (1) Exemplary Initiatives in Workforce Development Award Winners, Honorable Mentions, and Other Entries; (2) Exemplary Initiatives in Enhancing Student Learning Award Winners, Honorable Mentions, and Other Entries; (3) Exemplary Initiatives in Development Education Award Winners, Honorable Mentions, and Other Entries; and (4) Exemplary Initiatives in External Partnerships and Collaboration Award Winners, Honorable Mentions, and Other Entries. Award winners include: (1) Colorado Works! Colorado Community College & Occupation Education System; (2) Kingwood College Student Research Respiratory Care for the Aging, Kingwood College; (3) Instructional Design Development Program, Cuyahoga Community College; (4) Enhancing Student Learning with Web-Based Workplace Education, Lexington Community College; (5) Service Learning, Miami-Dade Community College; (6) Success Portfolio, John A. Logan College; and (7) Collaborative Pilot Program to Provide Dental Sealants, Dental Services, and Education Programs to Needy Public School Second Graders, Fayetteville Technical Community College. Contains an index of participating colleges. (NB)

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Community College Exemplary Initiatives

Volume XI

1999-2000

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Community College Exemplary Initiatives

Volume XI

1999–2000

A Publication of the
National Council of Instructional Administrators

An Affiliated Council of the AACC

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Sharon Bradwish-Miller — Director of Awards

Marianne Myrick — Administrative Assistant

At NCIA Office in Nashville:

Donald Goss — Editing, Publication

Susan Goss — Editing, Proofing

INTRODUCTION

Community College Exemplary Initiatives, 1999-2000 is the eleventh annual volume of outstanding campus initiatives published by the National Council of Instructional Administrators (NCIA).

This present volume contains four sections corresponding to the four categories in which programs were originally submitted to NCIA for its Annual Exemplary Initiatives Awards. These awards were presented at the annual AACC convention held in April at Washington, DC.

Section I includes the descriptions of the two programs which shared the award for ***Exemplary Initiatives in Workforce Development.*** Also included are the two programs that were awarded honorable mentions. Edited versions of all other entries in this category are included.

Section II includes the three programs which shared the award for ***Exemplary Initiatives in Enhancing Student Learning.*** Also included are the three programs that were awarded honorable mentions. Edited versions of all other entries in this category are included.

Section III includes the description of the program that won the award for ***Exemplary Initiatives in Developmental Education***. Two honorable mentions are also contained as well as edited versions of all other entries.

Section IX includes the description of the winning program in the category ***Exemplary Initiatives in External Partnerships and Collaboration*** and the three programs that were awarded honorable mentions. Edited versions of all other entries are also included.

In all, 204 programs are described herein.

Each program cites the institutional contact person, the college address and phone number and the name of the college's Chief Executive Officer. An "Index of Participating Colleges" is contained at the end of the book.

Programs were nominated as exemplary by the participating colleges. Each college determined the category or categories in which to compete. Program narratives were restricted to a maximum 1000 words. For this volume some editing for style and length has been done.

Programs submitted were required to address three criteria in their narrative:

1. Must identify how the program is innovative and creative.
2. Could be adopted/adapted by other colleges.
3. Can provide indications of success on campus.

In certain instances, colleges chose to address each of the criteria in turn within their narratives. In other instances colleges generally covered the criteria, but with no direct reference to them.

Beyond presenting its awards, the National Council of Instructional Administrators makes no judgment on the merit of individual programs, but is pleased to include programs as submitted. Program evaluators were selected by the NCIA Executive Board.

The Council is pleased to provide, as part of its membership services, copies of this publication to its members. On a periodic basis the Council publishes other materials of interest to academic administrators. A quarterly Newsletter is also distributed to all NCIA members.

This book and earlier issues (as well as newsletters) are available through ERIC. You may also find this book and current newsletters on our website: www.nciaonline.org.

Additional hard copies of this publication are available for $15 each. Orders may be sent to NCIA, P.O. Box 210040, Nashville, TN 37221-0040. Checks should be made payable to NCIA. Discounts are available for orders of more than five copies.

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SECTION I

EXEMPLARY INITIATIVES IN WORKFORCE DEVELOPMENT

PROGRAM AWARD WINNER

Colorado Works!
Colorado Community College and Occupational Education System
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Contact Person: John Redmond

Introduction

What: "*Colorado Works!*" is a vast Colorado statewide project to organize and expand the business-oriented training and education initiatives of the state's fourteen community colleges. Its activities include: market research, training coordination, innovative training product design, contract negotiation, interface with the One-Stop system, management of the U.S. Department of Labor Incumbent Worker Grant, marketing/promotion, technology application, resource development, and a growing list of high impact business services. The *Colorado Works!* foci are speed, flexibility, and effectiveness.

Who: A strike-team of representatives from the fourteen community college-based business/industry service professionals (the Business Network — "BISNET"), trainers/designers, researchers, and business leaders. The team is coordinated by the Colorado Community College's (CCCOES) Office of Business-Industry Services (OBIS). CCCOES is the state-level administrative organization responsible for the state leadership of the colleges. OBIS is a recently formed state office whose purpose is to insure that Colorado's economy and its businesses are served by community colleges. BISNET is the extension arm of *Colorado Works!* that represents all community college business services professionals and their business-based advisors. Together, these groups, the professionals and their offices represent a powerful, inclusive and highly resourced team.

Why: This initiative was launched for three reasons. First, the Colorado economy is being negatively impacted by a severe shortage of skilled workers and the need for a statewide workforce development solution was evident. Second, individual college workforce development programs were less effective due to overlap, resource shortage and college-to-college competitiveness. Third, a statewide coordinated program presents a deep density of training and expertise that is being coordinated and focused to address the most dire needs (e.g., Information Technology and E-Commerce skilled workers), and other large opportunities.

Project Description

Colorado Works! includes the strategic design and delivery, coordination and management of:

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1. Incumbent worker training, funded by a US Department of Labor $1 million grant, that is delivering company-specific skills training to 4,000 workers in 18 large companies from 14 colleges and 25 business partners.
2. A coordinated effort to integrate college activities and workforce training with the state's Workforce Investment Act, State Workforce Coordinating Council and the new One-Stops.
3. The creation of the high technology *Training Solutions Center*, that is a state database containing all of the colleges' non-credit training competencies in an Internet accessible, modular, easy-to-use format.
4. An initiative that integrates teacher technology training in concert with a US Department of Education sponsored grant project. Specifically, it will introduce teachers to the use of technology in business and assist in bringing the world of business technology to the classroom.
5. A soon-to-be-released unified marketing plan that presents one statewide community college "face" to business and targets the state's critical businesses.
6. A web-based training-management system to provide training registration, training management, and record keeping for the training efforts of small and rural businesses.
7. Management and integration of the state's small business support grant system (Colorado First).
8. A professional development program to support college-based business industry service professionals.
9. Design of uniform policies for the promotion, delivery and pricing of programs to business.

Program Operation

The strike force meets regularly under the leadership of the director of the Office of Business Industry Services to maintain six types of business activity. First, to scan for changes, challenges, and opportunities from the business community and from other offices within CCCOES. Second, to accrue, record and sort the myriad of training/consulting relationships existing between businesses and colleges and suggest some order and seek efficiencies. Third, to draft responses to opportunities and assign responsibility for those responses among the colleges. Fourth, to seek connections to established projects for purposes of leveraging outcomes. Fifth, to create partnerships and seek alliances leading to coordinated programs (such as marketing) that will advance the interests of all partners. Sixth, to track progress and establish accountability for assigned individuals and offices.

Philosophy

The size, complexity, and nature of the workforce and skills problems that plague the state have not been successfully addressed by a single office, a single organization or even some limited partnerships. This project that has coordinated multiple partnerships that operate in a collaborative process is more successful. This has proven especially true if they are monitored and coordinated from a single omniscient group such as the strike force. The willingness to subordinate individual college agendas to a stronger larger agenda is working on several fronts. The real lessons that underpin this program are about collaborating and the skills required by individuals to make partnerships work. It is also about being willing to share risks with colleagues.

Outcomes: Is it Working?

Yes, it is working at several levels. At a practical level: first, all colleges are engaged in, or completing arrangements, to deliver technical training to 4,000 employees via the Incumbent Worker Grant as an example of one large project. Arrangements are now in place to link the *Teacher Training in Technology Grant* activities with those of industry training. *The Training Solutions Center* has a full time professional at work designing and creating the database and services. The web-based training management system is being procured and made ready for service. The strike force has settled into a successful operating mode—good thinking and sharing are emerging. At a "paradigm shift" level: colleagues are accepting the premise that collaboration and partnership building is the most powerful tool for addressing large and complex problems. And, a sense of commitment and optimism is emerging.

The *Colorado Works!* team believes that innovative thinking and activities have emerged from this program. It responds to the philosophy of Chicago's great planner/builder Burnham: "make no small plans" and seeks to accomplish greater good by thinking larger. It is a tribute to trust and collaboration—the vehicle for success in the new century.

PROGRAM AWARD WINNER

Kingwood College Students Research Respiratory Care for the Aging
Kingwood College
20000 Kingwood Drive
Kingwood, TX 77339
(281) 312-1634
C.E.O.: Linda Stegall
Contact Person: Kenny P. McCowen

Project Overview: The health care faculty at Kingwood College is dedicated to providing students with an exemplary foundation in basic science, biomedical ethics, diverse clinical experiences, and versatility that crosses traditional discipline lines. Respiratory care students designed and conducted a clinical research project in a pioneering research seminar course under the guidance of a multidisciplinary faculty as an adjunct to their didactic and clinical training. Faculty wrote and received a mini-grant from North Harris Montgomery Community College District (NHMCCD) to perform a project entitled: Arterial Oxygen Tension in Older Americans: a Clinical Research Project for Respiratory Care Students. In competition with undergraduate and graduate students from forty-two colleges, our students received high praise at a Student Research Conference hosted by the University of Houston, Clear Lake.

Overall Goals of Project: Goals of the project were six-fold:

1. to provide students with the opportunity to initiate a biomedical research project testing the validity of a currently held respiratory standard (arterial oxygen tension) in older Americans;

2. to increase student confidence and competence in participating as future respiratory therapists in multidisciplinary health care teams prior to entering the workforce;
3. to provide graduates of NHMCCD's respiratory care program with a selective employment advantage by virtue of their specialized research training;
4. to provide essential clinical research experience for those students matriculating into a bachelor's degree program in respiratory therapy at a health science center;
5. to serve as a pilot study for other community college health care programs; and
6. to serve as a springboard for extramural funding of the health sciences.

Major Objectives: Students performed scientific literature reviews, developed a study design for hypothesis testing, took patient histories, obtained informed consent, collected arterial blood gas samples, transported samples to a local hospital for analysis using state of the art technology, analyzed raw data, performed statistical analysis, formed appropriate conclusions, reported findings in a scientific format, and recommended whether their research warranted further study. Specifically, as a pilot study, students tested or evaluated whether a currently held standard of oxygen saturation, (extrapolated from healthy 20 to 40 year-old British male sailors in the 1970's and analyzed with outdated methodology and archaic equipment) was reproducible in twenty-five healthy American adults over the age of fifty.

Project Personnel: Personnel included respiratory care, nursing, biomedical, biology, mathematics, and philosophy (ethics) faculty at Kingwood College, as well as the Medical Director and clinical technicians at a local hospital. Methods and research subjects received approval from our Institutional Review Board.

Educational Rationale: In addition to assessing and treating pulmonary patients, respiratory care students will perform some aspect of clinical research during their careers as members of multidisciplinary health care teams. Most allied health practitioners are unprepared for the intellectual and ethical challenge of conducting biomedical research. Responding to this need, the respiratory care faculty at Kingwood College developed RESC 2102, a multidisciplinary research methods seminar for all second year respiratory care students. Students in this course not only learned about research methodology, but actually designed and conducted this limited clinical study. Students developed better communication skills by presenting their findings to their peers, mentors, and judges at a national conference. Participants in ethical undergraduate clinical research developed better technical skills, a greater ability to think critically, and a stronger patient-centered philosophy. All these factors equated to a higher caliber of student training, leading to increased hiring rates and salaries. The Kingwood College Respiratory Care Advisory Committee enthusiastically supported this project for these high caliber students.

Scientific Merit: This study holds exceptional promise as a pilot for external research funding. The following basic biological question was tested in this study: "Is the currently held standard for the estimation of normal arterial oxygen saturation valid for healthy aging Americans?" The answer to this question was significant because this standard is currently used to determine the presence and severity of cardiopulmonary disease in the geriatric age group. The published standard (Shapiro and Peruzzi, 1972*), now 27 years old, was extrapolated from a demographically different population (British naval seamen aged 20 to 50 years) by obsolete methodology and non-computerized equipment lacking quality controls. Students' preliminary findings suggested possible invalidation of the oxygen tension standard. Further research is warranted in a larger population.

Impact: The project benefited students by: providing an invaluable opportunity to experience participation in a professional multidisciplinary research team; improving employability; validating a long held clinical standard using state-of-the-art procedures and analytical equipment; enhancing interpersonal skills; and improving clinical reasoning skills used in patient assessment and treatment.

The long-term effects included: identifying trends for future clinical studies; providing opportunities for students to report research at a professional meeting; identifying a need for further evaluation of arterial oxygen tension levels and the impact on reimbursement for oxygen therapy for Medicare patients; and providing the basis for a prospective pilot study for other allied health programs.

The professional rewards include: allowing the faculty team to learn directly from teaching research methods; increasing creative teaching experiences; exploring a clinical problem with potential impact on disease prevention; providing opportunities for early detection of subclinical disease; identifying financial impact on future patient populations; and reporting project methodology at the health educators' conference and a national professional respiratory therapy conference.

Summary of Benefits: After earning straight 9's out of 10 in all categories of poster competition among undergraduate and graduate students from forty-two colleges, Kingwood College students gained first hand experience in the ever-expanding investigational field of clinical research. Additionally, this cutting-edge educational experience provided an employment advantage for respiratory students graduating from Kingwood College.

* Shapiro, B. A. and Peruzzi, W. T. (1972) Clinical Application of Blood Gasses, 1st ed. Mosby, St. Louis, pp. 98-102.

HONORABLE MENTION

Project CREW

Ozarks Technical Community College
P. O. Box 5958
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Contact Person: Jennifer Jackson

Project CREW—Construction Readiness Education for Women—has seen six successful years at Ozarks Technical Community College. The program, which was originally proposed as a one-year pilot project by OTC and the Missouri Women's Council, is now supported by Job Training Partnership Act (JTPA) funds, which are distributed through Job Council of the Ozarks.

So, how is it that a program that the government allocated one year of support for has made it six years and counting? The answer is quite simple. It works. This program changes lives.

Each year, 15 women begin the journey by enrolling in OTC and completing college credit courses in construction technology, math, communications, job seeking, personal and professional development, and strength training.

Most of the women who make the difficult decision to commit themselves to this sort of intensive training do so because their personal, financial, and family status demands that they become competitive candidates for higher paying jobs. The program assists primarily economically disadvantaged women in making the sometimes-difficult transition into the nontraditional career field of construction.

Project CREW is all about addressing the barriers that many women face as they begin to fill jobs that have been traditionally held by men. Graduates of Project CREW are extremely emphatic that without this program they would not have been able to be nearly as successful. These women report that the program gave them self-esteem, determination, and skills that have propelled them forward in their lives. Likewise, employment barriers have slowly begun to dissipate as more and more women pave the road for other women to follow.

It is likely that most construction workers have by now had the opportunity to work beside a woman who can keep up. Furthermore, it has become increasingly apparent that skilled labor is a scarce and valuable commodity to the construction industry, and it will take men and women alike to fill these jobs.

At OTC, we are doing our part to fill the void. This program results in the unemployed and the underemployed working full time for higher wages than they have ever earned. Project CREW boasted 100% job placement for the last academic year, and never less than 75% placement in the previous years of the program's existence. Placement just keeps getting easier.

Professional construction organizations such as the local Home Builders Association, Springfield Contractors Association and the Builders Association have always taken an active interest in learning who the CREW graduates are and what their skills are so that they can assist in matching their membership with entry level employees.

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However, the best testimony to the quality of the CREW labor pool is the students themselves. Each year, 15 more CREW women enter the industry, and they are often in the position to recommend or even hire additional help by the following year.

Lana Kramer, a recent graduate of the CREW program, received the Alumnus of the Year Award at the 1999 Missouri Governor's Conference on Workforce Development. Lana is a 56-year old, new grandmother who set out to make a new life for herself when she enrolled in Project CREW a little over one year ago.

Lana can recall the years she spent trying to make ends meet as a single mother. When her children were finally grown and independent, she decided to venture off the beaten path and explore career opportunities in the field of construction. Today, Lana is the owner of a small construction company, Kramer and Associates, and recently completed a remodeling job at one of the local high schools.

Lana is striving to reach a point where she will be able to employ more of her former classmates. At the same time, she has decided to continue her education at OTC beyond the one-year certificate program with the assistance of scholarships awarded to her by both the Springfield Contractors Association and the Home Builders Association of Springfield. Clearly, Lana is not a traditional or typical student in any sense of the word. Her age, gender, and area of study make her truly unique. Yet, she found an environment through Project CREW at OTC in which she could thrive. It is also evident, judging from Lana's business success, that her education helped her respond to a community need for skilled craftspeople.

Undoubtedly, the CREW program is working for our students and for the construction industry. A bonus side effect of the program is that it also appears to be working for our citizenry. The women of Project CREW have contributed literally thousands of hours of community service as part of their hands-on construction training exercises.

Many local non-profit organizations have benefited, including Habitat for Humanity, Ozarks Area Community Action Corporation, Association for Retarded Citizens, and Ester's Maternity Haven, to name but a few.

Project CREW has been a "win-win-win" situation for the Ozarks. However, there is nothing intrinsic to this area that feeds its success. Project CREW relies on nationally available funds (JTPA) for student assistance. Furthermore, the organizations that have been so central to the success of Project CREW are all nationally affiliated (i.e., The National Housing Endowment HBA, Builders Association, Associated General Contractors, and state government Women's Councils). The National HBA has a particular interest in seeing Project CREW replicated in another area of the country in order to justify the financial contributions they have made to the Springfield Chapter. The Missouri Women's Council has taken an active role in facilitating CREW replication within the state of Missouri. Extensive literature and speakers have been made available through their offices in Jefferson City Missouri.

Project CREW has captured the attention of labor unions and professional organizations, but the community college environment seems to complete the package for this program. Obvious benefits include college credit, financial aid eligibility for students that would not otherwise be able to manage personal finances while attending a job training program, and the personal and academic support services so vital to an at risk group. Likewise, a program like Project CREW is an asset to the community college.

HONORABLE MENTION

Manufacturing Skilled Trades
Richland Community College
One College Park Drive
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C.E.O.: Dr. Charles R. Novak
Contact Person: Gary L. Morgan

Skilled trades employees are in short supply in the United States and Illinois. While the U.S. educational system directs students toward four-year colleges, only 17-20% of jobs require a bachelor's degree. As a result of this, there is a serious shortage of qualified employees for today's high-paying, highly challenging skilled trades careers. Caterpillar Inc. along with other local manufacturing companies have identified a shortage of skilled trades individuals that perform mechanical maintenance operations on high-tech manufacturing equipment and industrial electricians/ technicians that work on automated machines. These careers are challenging hands-on jobs that require critical thinking, flexibility, and interpersonal and communication skills. With a large percentage of employees eligible for retirement and a technology revolution occurring inside today's factories, Caterpillar and others are actively seeking to fill skilled trades positions. Local companies have had to recruit outside of Illinois in an attempt to find qualified workers.

This shortage is being addressed through a co-developed degree curriculum by Richland Community College, Illinois Central College, Caterpillar Training Institute in Peoria, Caterpillar in Decatur, and other business partners to include Firestone, PPG, Zexel, Mueller, and ADM. The curriculum is a 2+2+2 program with two years at the high school level; two years at the community college; and two years of on-the-job training. Before students are accepted into the program at the high school level they must complete certain levels of math, science, English, and general education classes during their freshman and sophomore years.

During the students' sophomore year in high school they make application to the program. The selection process includes tests and interviews that measure behavioral attributes and academic aptitudes. Upon acceptance students are required to take certain levels of math, English, and general education classes during their junior and senior years of high school. They also take 400 hours of a technical concentration consisting of design and manufacturing processes, quality assurance, automated material handling, fluid power, and electrical systems. A portion of the credit earned in high school is articulated to the community college program of study.

The high school curriculum includes job shadowing and a required internship experience. Students earn compensation for their internship, in which a percentage of the compensation is held in escrow for use as a scholarship toward their community college tuition. At either Richland or Illinois Central College, students enter a two-year program, focusing on Industrial Electrical Technology and Industrial Maintenance Technology. Each program consists of industry-related classroom work and a required internship. Before entering the remaining two years of employment at Caterpillar, students must complete an apprentice selection process, which tests for behaviors, knowledge, and competencies.

What makes this partnership unique is that from the beginning Caterpillar never once viewed this as a Caterpillar initiative, but an initiative that would benefit the entire community. With their leadership and expertise in the manufacturing industry we were able to bring industries together to address a common concern. This effort resulted in a curriculum that is competency based, and requires the student to perform the objectives of the job task analysis in order to continue to the next level. This job task analysis was developed over a one year period of time using subject matter experts in the electrical and mechanical area. This task listing was then validated by local industries to ensure relevancy to other industries within the district.

When the structure was in place for developing the curriculum, Caterpillar remained heavily involved through implementation. This means setting up all the meetings with the subject matter experts; working with the team to identify competencies and at what level they will be taught; meeting with business partners to promote community involvement; selecting vendors to build the equipment and write the curriculum from the job task analysis; assisting both colleges with Caterpillar personnel on campus to de-bug curriculum and equipment; provide work practicum experiences, job shadowing, and financial support. This was a monumental task, and without Caterpillar we simply would not have been able to complete the work.

These programs and partnership will be a significant factor to local economic development. A well-trained workforce is essential to the retention of the existing workforce and attracting new manufacturers to the area. The overall community training cost will be reduced by combining several company training programs into a cost effective public training system. By moving this training from an in-house, on-the-job company training program to the community college, companies will see substantial cost savings. The time it takes to educate and train a journeyman will be reduced from four years to less than two years.

The partnership has resulted in the development of an A.A.S. degrees in Mechanical and Electrical Technology and a fully equipped laboratory. It has also brought local industries together that have a common concern. In today's rapidly changing marketplace, this partnership will allow Caterpillar and others to more accurately predict workforce needs. A shortage of employees results in decreased productivity and higher costs, which hurts the company; a surplus of skilled trades employees results in layoffs, which hurts employees. The partnership has developed a "just-in-time" approach to addressing workforce needs.

As a result of the partnership, Caterpillar has assisted both colleges in a major marketing and recruitment effort. This effort has included financial support of over $100,000 for the development of: a direct mail marketing piece sent out to over 10,000 juniors and seniors; a 12 minute video showing how manufacturing jobs have changed and career opportunities; an Internet site with linkages to both RCC and ICC; a poster display used in high schools to recruit students; radio and

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billboard advertising; and use of over 400 hours of Caterpillar personnel to talk with high school students and parents.

This marketing effort attracted over 55 new students to RCC and ICC, and 40 students that met the entrance criteria at the secondary level. To date, Caterpillar has invested $5.1 million dollars in strategic planning, labor costs, indirect expenses, and capital equipment purchases to support both the electrical and mechanical programs at RCC and ICC. When fully implemented, the equipment purchased by Caterpillar for these programs will total around $1.4 million dollars.

The first graduating class is expected in the spring of 2000. At this time students will be ready to enter Caterpillar's OJT program, or entry level positions at other industries. This partnership is truly an example of how industry and the community colleges can work together and combine their strengths to address the needs in the workforce. Neither one has the expertise or understanding to do it alone. It must be done in a partnership.

SECTION I PROGRAM ENTRIES

Carpentry Partnership at TVI

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Contact Person: John Murray

Experience and history have taught us at Albuquerque Technical Vocational Institute (TVI) that for our vocational programs to be viable there must be support from our community. This support is demonstrated by our Carpentry program. This two-term program admits students with no carpentry skills and delivers entry-level carpenters to our employer-partners.

Our recent expanding economy has absorbed many of our potential students to the extent that enrollment has been declining. A marketing team was formed to seek out new ways of attracting students to the Carpentry program. A senior instructor leads the team and several faculty and staff members assist him. The key elements in the marketing team's strategy are two partnerships. The first, area high schools and the second, the Home Builders Association of Central New Mexico (HBACNM) were natural partners who had been under utilized during the "boom" enrollment days now gone by.

The HBACNM supports our Carpentry program by active participation on our Carpentry advisory committee and in the fall of 1999, supported the program with more than three thousand dollars in radio advertising. The advertising dollars have yielded a great return on this investment. Enrollment was increased by six per cent for the fall 1999 term. HBACNM support continued through the fall with meetings and recruitment efforts among the membership. The recruiting efforts have paid off with a spring term 2000 enrollment increase of sixty-three per cent over spring of 1999.

The second effort was aimed at increasing enrollment of area high school students. In order to successfully enroll secondary students under Concurrent Enrollment Agreements a team must be created. This team consists of partners including high school staff and community college staff. In our instance there existed an interested third party, the Home Builders Association of Central New Mexico. The HBACNM had already partnered with Bernalillo High School to form an apprenticeship program where high school students earned credit for on-the-job training as apprentice carpenters.

The TVI Carpentry program provides the high school students additional training with our hands-on curriculum and related instruction. The senior instructor and the instructional technician teamed up to meet with the Bernalillo High School staff and students, complete the paper work and even transport the students via our Trades bus to the TVI campus for admission and registration.

Culinary Arts Catering Course Project

Albuquerque Technical Vocational Institute
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The Catering Course Project had its beginnings at TVI in November 6, 1998 as a short term training program for recipients of Temporary Assistance to Needy Families (TANIF) support. TVI entered into an agreement for the management and placement of Welfare recipients from New Mexico into training programs designed to assist their transition from dependence on public assistance to economic self-sufficiency. Underlying federal welfare reform initiative requirements prescribed weekly hours in allowable work activities, including short-term training of 15 weeks or less. The Catering Course Project was created in response to this opportunity.

A curriculum in catering was envisioned to lend itself naturally to the development of a variety of critical skills needed to succeed in the work environment, emphasizing "soft skills" training in addition to a firm grounding in the technical aspects of food service. Class scheduling was designed to meet from 9:00 AM to 2:30 PM, Monday through Friday. In addition to meeting the TANIF hour requirement of 24 hours per week, this schedule was designed to simulate a regular workday for the students to enhance the development of good workplace habits. Class activities were centered on the catering of actual events, encompassing all aspects of planning, preparing, and serving lunches to various Departments and other customers throughout the TVI campus. Learning activities were designed to integrate the development and reinforcement of relevant workplace skills in customer service, problem solving, goal setting, and conflict resolution. Project activities also fostered the ability to perform multiple tasks as an essential part of "hands on" work skills in a food service environment. The Catering Class was combined with the C.O.R.E. (Comprehensive Opportunities for Re-entering Employment) classes offered by the TVI Works Program. By combining training in both sets of classes, TANIF students were provided with structured opportunities to create a repertoire of marketable skills necessary for success in both obtaining and retaining employment.

Success was readily evident in the initial project. Many of the students who completed the course moved directly into the workforce while others used the opportunity to continue an education at TVI. In addition, a few students reported starting their own part-time businesses. In addition, surveyed students who completed the course responded that they were better able to budget food dollars and prepare nutritious meals for their own households than before taking the class. Three 12-week classes were taught for TANIF participants until contract termination on July 1, 1999. Recognizing the potential for success that this project represented, funding for continuation as a Culinary Arts pilot project was secured by the Department for a relatively seamless transition.

The Catering class is presently incorporated into the TVI Culinary Arts Program as a pilot project with an initial life span of one year. As offered now, the class can serve a larger base of the community while retaining service to serve TANIF recipients in partnership with UNM, current TANIF contract providers. While the class is no longer limited to TANIF recipients, it still maintains the effective integration of technical and "soft skills." To date, the class has catered over 20 functions, with customers served ranging from 11 to 500 people at each event. Catering students are practicing skills by serving catered buffets and lunches to various departments such as the TVI Foundations Office, the President, and TVI Governing Board for such events as employee recognition lunches and campus workshops. This has been an asset for the college and a valuable "hands-on" experience for the students. Students show demonstrable pride in the work they complete and strive for greater professionalism when catering an actual event. In addition to providing valuable practical experience for the students, the catered events are a value-added service provided to the TVI community resulting in significant cost savings for professional services that would otherwise be provided by more expensive outside contractors. A recent estimate of cost savings for labor provided was $2400 and supplies for menu preparation saved $3800 as compared to prevailing market value.

Integrating students with widely varying levels of academic preparation was viewed as a potential challenge for the combined effort. However, combining a student base of TANIF recipients and students from the general TVI service community in the classroom has been very successful. The classroom simulates a work environment while maintaining curricular objectives at the forefront. Students can provide mutual assistance and division of labor can help bridge the gap between students with differing academic preparation. When part of the class may be prepared to assume management role playing, through peer mentoring, costing menus, or marketing, "entry level" students welcome other tasks and assignments that build their skills paced to their preparation and abilities throughout the term.

Students who have completed the class have become employed into food service facilities around the Albuquerque area, such as the public school system, Albuquerque Convention Center banquet facilities, nursing homes, local caterers and other service providers. Other students have re-enrolled in TVI Culinary Arts classes, GED classes or other classes. Students assist in recruitment by speaking to other TANIF participants about their experiences in the class. One student is currently assisting her church by providing catered functions. The class is intended to promote "fast track" hard skill and soft skill employability. The students are encouraged to develop a career path with catering acting as either an integral part of their career plan, or as a supporting vocational skill which may allow them to be employed with a higher wage while continuing their education in Culinary Arts or in other fields. Currently, a partnership is being explored with a major hotel chain to provide some students with on-the-job opportunities in the field of catering, banquets, or food preparation. Other businesses in the community have requested catering students for placement in their firms. The Catering Class Project continues to provide opportunities and a fresh perspective to food service, hands-on training, and personal as well as vocational skills development, worthy of recognition as adding value to TVI and the greater community served.

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Appliance Repair Training Program

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Contact Person: Julie Kramp

Barton's Appliance Repair program was developed in response to a request from a local energy company. Providers of gas and electricity have added repair and installation, and in some cases, sales of domestic white goods to their customer service repertoire. As a result, energy service technicians need the ability to update and increase their skills, while maintaining employment.

After locating a qualified instructor, meetings with the local contact and one other energy company were held to determine an approximate start date and the establish priorities, including which appliances were most in demand, skill levels to be obtained, and prerequisites. Schedules were established to allow service technicians from the western part of the state to vary their classes so customer service would not be disrupted. With permission from the energy companies, local retail appliance stores were notified of the classes, and given the option to send service technicians.

The content of the syllabi was developed by the instructor, reviewed by Barton's Associate Dean of Technical Instruction, and submitted to the Kansas Department of Education for approval.

A classroom on campus was located, and modifications were made to accommodate a number of gas and electric appliances. Workbenches were built along the perimeter of the room in place of the traditional desks and chairs.

In order to keep the cost of the classes affordable, used appliances are sought. The local Salvation Army agreed to allow students to diagnose and repair donated appliances at no cost. Campus wide e-mails are sent, and college employees provided a number of appliances. Most of these appliances are repaired at no cost, and then returned. Owners of appliances beyond repair, or requiring parts costing fifty dollars or more, are given the option to pay for the parts, or have the appliance disposed of properly by the college. A local dealer also provides new and used appliances and in return sends employees to classes.

Due to the size of the classroom, and in order to maintain a small student-to-teacher ratio, class size is limited to twelve students. Sessions are one week in length, and each session is repeated for six weeks to allow students from different areas of the state to attend classes.

While this training started out as a customized class, it is possible the program will continue long after the energy companies have sent their technicians. According to industry surveys, 85 percent of appliance dealers responding would hire at least one trained major appliance service technician right now if they could find one. The same group indicated that in the next three years, 1216 service technicians will be needed to replace technicians due to resignation, retirement, death, unsuitable skills, staff changes, upgrades, and business growth. Seventy-five percent of firms said it is very difficult to train technicians.

Because most American households own a minimum of three major appliances, the demand for service technicians will continue to grow. Additional training for other appliances, such as microwave ovens and air conditioners can be added to the program.

The potential for growth of Barton Community College's Appliance Repair Program is not limited to energy company employees, but suggests possibilities for high school graduates, or others in the workforce who are interested in obtaining new career skills. These courses are approved for college credit, and Barton is working to create an Associate's Degree program in Appliance Repair. Many people and organisations, including the college, students, employers, employees, and appliance owners throughout the state, will reap the benefits of this program.

A Partnership in America's Heartland

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Barton County Community College (Barton) and CASE-IH formed a partnership in 1995 to provide training for currently employed technicians of CASE-IH dealers. The partnership was originally driven by CASH-IH's need to train additional technicians for their dealer organization. In 1994, CASE-IH determined that they were only able to meet about 25% of the training need for their North American dealer organization at their corporate centers in Memphis, TN; Racine, WI; and Regina, SK, Canada. Additionally, many of the technicians seen at these sites tended to be repeats, which further diminished the intention of training as many technicians as possible.

Barton is the second community college/vocational technical school that CASE-IH chose to partner with to meet the need of training additional technicians, the first being Lake Area Technical Institute, Watertown, SD. The partnership between Barton and CASE-IH has proven to be a "win-win" relationship for all involved for the following reasons:

- BCCC has been able to keep one full time instructor on staff who would have been terminated following the closure of the diesel mechanics program. This necessitated that the instructor be employed in a different manner than would be thought of as a traditional instructor. While the instructor is employed from August 1 through May 31, the classes for CASE-IH may be scheduled at anytime within this time frame. With a 20 week obligation, 36 contact hours per week, three to 5 weeks of instructor training, plus setup and tear down time, the trainer is considered to exceed the requirements of a full time faculty member.

- Since the first training was offered in December 1995 and through the end of 1999, 1,069 technicians have been trained at Barton. Given all the expenses for a dealer to send a technician to class, including tuition; wages; transportation, lodging, and meals; postponed labor and parts sales; CASE-IH dealers have invested nearly $5.5 million dollars to train technicians at Barton.

- When the program began in 1995, approximately 80% of CASE technicians had never participated in a formal training class with CASE-IH. At the present time, nearly 90% of that group of technicians have participated in a CASE-IH training class at Barton.

- CASE technicians have impacted the local economy, considering turnover, with an estimated $1.2 million dollars.

- Dealers are able to receive training at less expense (excluding tuition) than at the CASE corporate sites.

- Customer Satisfaction Index ratings for the training classes average 4.8 on a 5.0 point scale, with a 5.0 rating classified as *extremely satisfied*. The survey evaluates the instructor, course, and facility.

- Locating and providing the training on a college campus place technicians placed into a learning environment, rather than just a shop.

- The partnership has generated an additional $299,364.18 in revenue for the institution, since the partnership's inception in 1995.

The partnership between Barton and CASE-IH is structured as follows:

1. BCCC provides a trainer, classroom, lab area, basic tools, and a backup instructor.

2. CASE-IH provides a minimum of a 20-week schedule (@ 4.5 days per week; training materials; training equipment; special tooling; registration; and normally three to five weeks instructor training per year, paying instructor expenses.

As of the end of 1999, Barton and CASE-IH have provided 15 different training classes, of which, nearly half have been on new products. During 1996, Barton was the only site in North America where Hay Equipment training was offered. Technicians have traveled from a total of 23 different states, Central America, and Canada. The success of the partnership is attributed to sound marketing practices, which initiated the program, clear and constant communications, an ongoing industry training need, administrative support, and a dedicated trainer.

Workforce Spanish For The New Millennium

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A major barrier facing today's workforce is communication. This barrier becomes even more of a factor when employees of a business and its customers not only do not share the same language, but come from different cultural and religious backgrounds.

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Barton County Community College recognized the language barrier in its workforce community. It was decided that the traditional Spanish class was not an option for businesses and its employees to learn to communicate with the Hispanic community. So much information was provided that the student left the classroom without the knowledge needed to communicate at the work place.

The Department of Community Education at Barton County Community College was asked to put together a Workforce Spanish class for the employees of Barton County Communications, an emergency dispatch organization. The employees needed to be able to understand enough Spanish to determine the extent of an emergency and what emergency personnel needed to respond. They didn't want to learn any frills of the language or any extra information that would only confuse them when faced with a stressful situation.

The first thing we did was find an instructor with not only a Spanish language background, but also someone who understood the cultural background of the Hispanic community and had the ability to effectively teach adults. This person also needed to do a lot of research to prepare for the class. Through shadowing of the work environment, the instructor learned key phrases needed by the employees and set up role-play situations to further enhance the learning.

The course was a success. The employees completed the class with a confidence in themselves to be able to communicate with a Hispanic person in need of help and to possibly end up saving a life because of their new knowledge of the language.

This class was followed by other classes customized to the needs of the employees of hospitals, a cable television company, banks, and several community service organizations. Each time a class was scheduled, many hours of preparation time were spent by the instructor to understand the business or organizations needs. Although our instructors are very willing to do the work, we felt we needed to help in this area.

Last summer, Community Education sent their lead Spanish instructor and the Program Manager for Workforce Education to a conference sponsored by Command Spanish®, Inc. By attending the conference, the instructor received certification to instruct Command Spanish® classes and the Program Manager received certification for the department of Community Education to be an Official Registered Provider of Command Spanish®.

The instructor learned many techniques and strategies of instructing adult learners. A certified Command Spanish® Instructor has access to the materials needed to prepare for a class. Available are course outlines, syllabus and course manuals for the students. No more hours of research are required. After a business requests training, the instructor can be ready to teach in a fraction of the time required without the help of Command Spanish®. The instructor also has more knowledge of what the customer needs and how to deliver the information in a way that the customer can retain it and use it at a later time.

After our department decided to use Command Spanish® for customized Spanish training, only one thing stood in our way. We had a very low Spanish instructor base to pull from. We decided to implement a "Train the Trainer" course. We compiled a list of people from our community who know the Spanish language well and were interested in teaching customized training.. Out of the 22 people who were sent letters informing them of the training, 19 called back and were interested in attending.

The first night of class began with the Workforce Education Program Manager explaining the need for Spanish training in the area and the College's role in providing this training. A survey was circulated to all attendees asking for such information as the educational background and job experiences that would assist in instructing a Spanish class, service and business fields they felt most comfortable training, which days and times would best work for them, and if they were willing to travel to other towns to teach. This information would be used at a later time to help determine the most appropriate person to instruct a specific course.

An Instructor Agreement form developed by the Program Manager was handed out to be signed by all instructors. The signed formed showed that the instructor agreed to abide by the copyright laws of Command Spanish® and to use Command Spanish® materials only for classes taught in conjunction with Barton County Community College. They also agreed to use the techniques learned in the class and to follow the suggested curriculum outlines provided by Command Spanish®, Inc. This ensures the highest quality of instruction possible by instructors.

The agreement form was sent to Command Spanish® for suggestions or additions they may want to add. Command Spanish® liked the idea of the form and the information covered in it so much that they asked permission to use it as a template for other learning institutions.

All the instructors completing the training appreciated the knowledge gained from the course and agreed to teach Spanish classes through the college. We now have a large instructor base from which to choose. We have instructors with backgrounds in law enforcement, medicine, teaching, retail, law, and many other areas.

By teaming with Command Spanish®, Inc. we now have the resources to offer our customers the training they need to successfully communicate with the Hispanic community. With the large instructor pool, Community Education is ready to tackle the challenges of the Spanish communication barrier in our workforce area.

The Teaching Alliance of Associated Builders and Contractors and Brazosport College

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The Associated Builders and Contractors of the Texas Gulf Coast is a diverse organization of members comprising service companies in the Brazosport area, many of which deal directly with the petrochemical industry. A large percentage of these members are actual construction contracting firms, which perform work within the various plants in the area. These contractors have from their inception needed a method of training their employees both in craft expertise and construction safety procedures. From this need for training evolved an alliance of ABC and Brazosport College in which the college would provide both the training facility and the trainers to fill this need. As ABC is a national organization and provides training for crafts nationwide, the usual mode of operation had been for ABC to set up its own training facility and provide its own subject matter experts for training. Thus the merger of ABC and Brazosport College was an innovative method to provide for the needs of this ABC chapter.

In the fall of 1973, Associated Builders and Contractors of Texas Gulf Coast, Inc. began its craft training program with a total of 84 trainees enrolled in three crafts— electrical, pipefitting, and carpentry. The first classes were held at Brazosport High School in Freeport, Texas. In the fall of 1974 the program was transferred to Brazosport College where it continues today. Through the years the program has been expanded to include many other craft areas, safety, and construction management, and the enrollment has grown from the original 84 trainees to over 400 trainees per semester. ABC contractor members serve as craft training sponsors, and in many cases, as part-time teachers for the college. The contractor community also provides vital assistance to the college by serving on the numerous advisory committees in our construction trades programs. The contractor firms benefit greatly not only from the graduates each year, but from the alliance of the technology and facilities of the college with the expertise of their members.

The benefits of this program have been numerous for local industry, for the college, and for the community. The local ABC chapter and its alliance with Brazosport College has been used as a model for the creation of training agreements between other ABC chapters and their local community colleges.

Today the ABC contractor training program has moved beyond the traditional Department of Labor approved Apprenticeship Program into a broad, competency based program which offers formal craft training, apprenticeship training, advanced journeyman upgrade training, and short term task training in many craft areas. The college has responded to specific needs in all of these areas and others, and within the framework of credit hours has proposed solutions to training requirements of the contractor community and is looking forward to a long and fruitful relationship in the future providing for our community's craft training.

Swift Transportation Co., Inc. and Butte-Glenn Community College District Partnership

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In partnership with Swift Transportation Co., Inc., Butte-Glenn Community College District's Office of Contract Education has been operating a Class A Commercial Truck Driver Training and Practices Program since March of 1995. Based in Phoenix, Arizona, Swift Transportation Co., Inc. operates 37 satellite facilities throughout the United States. Swift is the third largest over-the-road carrier in the United States, running 9,458 trucks nationwide and employing 10,687 drivers.

In early 1994 Swift strategically decided to construct a relay station to serve the Pacific Northwest market. Several sites in California and Oregon were considered.

Located on Interstate 5, Willows is situated midway between Los Angeles and Portland, a perfect geographical location. A team of local government, economic development, job training, and private sector representatives partnered to submit a State Community Development Block Grant to offset the costs of necessary public improvements. In November of 1994, the Block Grant was awarded which moved Willows higher on Swift's list of potential sites. In addition, Swift was very impressed by the strong public support.

Swift's final decision to locate in Glenn County would be based on whether Butte-Glenn Community College District could meet their training needs. Having successful training programs in place, Swift had a clear vision of what they needed from the College: a continuous stream of drivers who had received short-term, intensive training and earned their Commercial Driver's License. The students would then continue with six additional weeks of on-the-road training as employees of Swift.

This was a major challenge for Butte College. Senior Management's strong economic development commitment set the tone for the rest of the college. The President, Vice Presidents (Instruction and Business), Dean of Instruction, Department Chair, Curriculum Committee, Dean of Student Services, Director of Admissions and Records, Director of Personnel, and Director of Transportation all partnered to meet Swift's training need through Contract Education delivery.

The Agriculture Department currently offered a one-semester Heavy Equipment Operation class. This course was too involved and too long in duration to meet Swift's aggressive expansion goal. Two college courses were developed to prepare students for the Commercial Driver's License test. Upon successful completion of the courses, including passing the CDL test, students receive 2.5 units of college credit as well as a Certificate of Completion in Truck Driver Training and Practices. All procedures and practices used in the program were developed at the direction of, and in close cooperation with, the Federal and State Departments of Transportation, the California Highway Patrol, and the California Department of Motor Vehicles. The extensive record of student success (98% passing rate) validates the approach.

The training program consists of three weeks and has a classroom and a practical component. The classroom instructor meets all qualifications to teach in a California Community College and has over five years' experience as a long haul driver.

During the practical component, each group of four students is assigned to a Driver/Trainer. All Driver/Trainers have a minimum of five years' experience as a long haul driver. The Driver/Trainers follow a prescribed daily outline, which gives students behind the wheel experience and observation time, as well as constant reinforcement from the trainer. On the last day of the program, the Department of Motor Vehicles administers the CDL test on site.

Although Swift accepted the training proposal, it was doubtful that the Community College could proceed because of the exorbitant equipment cost and lack of a facility for the driving range. However, Swift was quick to offer to provide the equipment and the County of Glenn volunteered to provide the county's former public works yard to be used for a truck driving range.

On March 27, 1995 the first class began. Forty-eight classes are offered per year serving approximately 288 students. To date, 1,389 students have completed the program. The Truck Driving Industry is currently experiencing a 400,000 long-haul driver shortage. Annual starting salaries for new drivers average $31,000. After one year of driving experience, other career opportunities are available including: Owner- Operators net $50,000; Driver/Trainers earn $50,000; Driver Managers earn $40,000; Fleet Managers earn $50,000; and a variety of other industry-related jobs.

In March we will be celebrating the completion of the fifth year of our partnership, and both entities expect that this partnership will continue for many years. Swift Transportation has a continuous trained workforce, Butte College successfully addresses the California Community College's fourth mission of advancing economic development, and the Willows community enjoys an additional $125,000 direct dollars annually infused into the local economy.

Statewide Interactive Multimedia Training Library

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Central Community College (CCC) is a three-campus college providing educational services to a 25-county area in rural Nebraska. This area encompasses 14,000 square miles and has a population of about 282,000, according to the 1990 census. CCC's Platte Campus is located in Columbus, Nebraska. According to the State Department of Labor, Columbus is the most industrial based community in Nebraska. Platte Campus has served as the collaborative catalyst for business and industry, government and community colleges statewide to meet the training needs of today's workforce.

Business and Industry Training and Partnerships

Aligning the community college training programs with the needs of business and industry impacts the productivity and competitiveness of America's workforce. By realizing common training needs and collaborating to form industry, community, government, and educational partnerships; CCC – Platte Campus has generated over $1.4 million into the community college's training programs since June of 1998. This collaboration and leadership has resulted in the establishment of a Statewide Interactive Multimedia Training Library available 24 hours a day, 7 days a week.

This application will share two models for community colleges to replicate. The first model is how to develop collaborative teams. The second model will show that by using the collaborative team approach, community colleges can generate a substantial increase of income and Full Time Equivalents (FTE) while serving business and industry.

In creating a collaborative team, the following steps need to be taken:

1. Empower a community college representative to step out of the box and listen and respond to business and industry.
2. Begin changing the culture of staff, faculty and administrators by treating the college as a business entity.

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3. Begin truly listening to business and industry.
4. Eliminate the "I Can't Do This Because It's Not the Traditional Way of Doing Things" attitude.
5. Business and industry needs to be the driving force.
6. Present your concept to all the state agencies: Department of Labor, Department of Economic Development, Community College Instructional Officers, and Presidential Council.
7. Show all the partners what's in it for them.
8. Tell them what's expected of them.

An employer-led collaboration that included local community, civic, economic development, and education representatives served as the catalyst in developing Nebraska's statewide training network. The first two collaborative efforts were developed to serve area employers. Then the collaboration expanded to include employers and community colleges located throughout the state.

The group specifically identified training conducted at the work site, cost effectiveness, and flexibility of scheduling as success factors critical to training their workforces. The college facilitated, researched desired delivery methods and options, and created the job-specific, on-site training programs requested.

Through the Statewide Interactive Multimedia Training Library over 500 interactive training Compact Discs (CDs) are available in the areas of Industrial Technology, Human Relations, Information Technology, Computer Programs, and Basic Skills. These media allow the community colleges to reach non-traditional students in rural areas across the state. It also provides employees with personal development and job advancement they would not otherwise have available to them. One worker may participate in forty hours of training, while another may elect to design a longer individualized mastery plan for a particularly difficult skill-set area, up to 120 hours.

The Statewide Interactive Multimedia Training Library is having a profound impact on community colleges, employers, employees and the state's workforce. Some of those benefits are described below.

Statewide Interactive Multimedia Training Library Benefits

College	Generated over $1.4 million in grant funding
	Potential impact of 338 FTE
	New and better relationships with business and industry
	Reaching remote locations and non-traditional students
	Improvement of internal communications
	Offer learning that effectively mixes sound, video, animation, simulation, interaction, graphics, and text content
	Training library containing over 500 topics
	Identified as resource for training and leader in collaborations
Employers	Training conducted at facilities—available 24 hours a day, 7 days a week, thus reducing downtime
	Advance current workforce
	Increased retention and productivity
	Cost effective, company specific training
	Reduced training time by 50%
	Training occurring in one- to two-hour blocks

Employees	Exposure to technological advancement
	Improvement of basic skills and increased learning capacity
	Advancement within company
	One-on-one instruction that is learner controlled
	Self-paced, non-threatening learning
	On-site professional development
	Easy access to college courses
State	Stimulates economic development and global competitiveness
	Provides a collaborative training network
	Increases workforce productivity and skill levels
	Develops state's workforce
	Training library available statewide
	Resource for One-Stop Career Centers
	Advancing training technology

Currently 3,680 individuals from 93 Nebraska businesses are participating in the interactive CD training project. Each month the number of businesses impacted increases as we market the program. The following organizations and agencies have been instrumental to the collaboration process and project development.

- Nebraska Community College System
- Nebraska Department of Labor
- Nebraska One-Stop Career Centers
- Nebraska Workforce Investment Board
- Nebraska Worker Training Board
- Nebraska Department of Economic Development
- Nebraska Manufacturing Extension Partnerships
- Nebraska School-to-Career
- Nebraska Chamber of Commerce and Industry
- U.S. Bureau of Apprenticeship and Training

This is the beginning of what CCC believes will be a nationally recognized model on how to collaborate and provide training to both public and private employers. The Statewide Interactive Multimedia Training Library allows businesses and industry customized job specific training to keep them competitive in the global market. CCC believes that the foundation we are laying now will have a dramatic impact on our state, as well as industry, now and throughout the 21st century. Without the foresight of community colleges, state government and business and industry to cooperate and incorporate the latest technology into training programs, statewide successes such as these would not be possible.

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Pathways to Employment Program

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Overview

Central Piedmont Community College's vision is to become the national leader in workforce development. The Community Development area brings education and training to the workplace in innovative ways. Dr. Cynthia Johnston, Dean of Community Development, directed Lindsey Embrey to use the North Carolina Community College System's model, Pathways to Employment, to create a unique program to train Work First participants (North Carolina's Welfare recipients) for the Charlotte area. CPCC, working in cooperation with the Mecklenburg County Department of Social Services, has developed and successfully implemented a flexible, short-term Pathways to Employment training program that provides academic, social, and job-specific instruction designed to help students enter the workforce as skilled employees within a 12 to 16 weeks. For the past year and a half, Central Piedmont Community College's Pathways to Employment program has been successfully training Work First recipients to enter the workforce.

Partner Businesses, Organizations, and Agencies

Pathways developed partnerships with local employers to assist in the development of the training program. Employers' needs were discussed and a training program was designed to train Work First clients to meet the need for skilled workers. Strong partnerships with Carolinas Healthcare System, Presbyterian Hospital, and Med-Dent Solutions give the program credibility. These partners provide valuable opportunities for field trips, clinical experiences, job shadowing, and guest speakers. Partnerships also exist between CPCC's Pathways program and local agencies. These agencies include: the Department of Social Services, United Way of Central Carolinas, Job Link, BRIDGES, Mecklenburg County Women's Commission, JPTA, Charlotte-Mecklenburg Urban League, and the Women's Shelter. These partnerships are invaluable for the support they give our program. These agencies provide student referrals, assist with job placement, pay tuition, buy student textbooks, and provide daycare, transportation and follow-up services.

Innovative Solutions/Ideas Used

The Pathways to Employment Program is a flexible, twelve-to-sixteen week training program that combines classes that teach basic academic and job readiness skills and provides training for jobs where skilled workers are in high demand. Students attend classes 9 a.m. to 5 p.m. Monday through Thursday, and one-half day on Friday. While in class, instructors focus on topics in human resources (employability and life skills), basic skills (reading, math, and communication skills), and specific job skills. Areas of study include: Medical Reimbursement Specialist, Hospital Unit Coordinator, Medical Office Administrative Procedures, Heating and Air Conditioning, Office Information Specialist and Customer Service Representative.

The short-term training our Pathways students receive is successful because of the integrated components of the curriculum. Students learn the specific skills they need for the job in the occupational courses. The Career Skills classes help students who need to complete their GED as well as helping all of the adult learners improve their basic skills. In the HRD, Employment Readiness class, students learn to write a resume and cover letter, how to dress for an interview, interviewing techniques, how to handle difficult questions, and where to look for a job, as well as participating in career fairs. Potential employers and employment agencies are invited to make presentations to the students in class.

Central Piedmont has a unique partnership with the Department of Social Services. Having a DSS representative on the college campus is crucial to a smooth running program. The social worker completes the initial screening of student applicants, administers testing, completes registrations, and conducts student orientations for each program. The social worker also provides the Pathways students with bus passes, ensures that the students' childcare is in place, issues vouchers for textbooks and materials, and handles most paperwork on campus. The social worker serves as a liaison between the Work First clients and their individual social workers. These services help students stay in class and that in turn improves the program's retention rates.

The partnership with the Department of Social Services has resulted in the funding and establishment of a computer lab on campus for Work First participants in the Pathways program. This new computer lab has enabled the Pathways program to expand allowing additional students to be trained in high demand skilled jobs with a bright career future.

The partnership with the United Way of Central Carolina has resulted in the establishment of a Scholarship Fund. The United Way has awarded Central Piedmont Community College a $20,000 grant for student scholarships. These scholarships will provide books and tuition to those people who would like to enroll in Pathways and are not Work First, yet do not have the financial resources to do so.

Yet another partnership with the Charlotte-Mecklenburg Urban League has resulted in follow-up services to Pathways students who withdraw from the program. CPCC refers students to the Urban League for services in the areas of job search and substance abuse counseling.

Outcomes/Results

CPCC has demonstrated past effectiveness in meeting the work-related self-sufficiency needs of the Pathways participants by providing instructional content of sufficient intensity and duration to make sustainable changes in the self-sufficiency capabilities of Work First clients. This effectiveness has resulted in serving 126 students in just one year. Of this number, 100% were low-income, single parents and 124 students needed to improve their basic skills. Statistics include a program retention rate of 85%, a job placement of 80% within eleven weeks of completion of the program, and of the 76 clients who have graduated, 61 (80.3%) have remained employed for at least 3 months. Fifty percent of the participants needing a GED earned a GED while attending the 12-week program. The remaining students continue to work toward their goals in addition to working. CPCC and the Pathways program plan to serve double the number of Work First clients in the spring semester of 2000. The Pathways to Employment program can be considered an effective means of training welfare recipients for successful employment. The program has been implemented at ten community Colleges in North Carolina with equal success. Replication at other sites requires a desire to collaborate and a willingness to redesign training programs to meet the needs of business and industry.

The quality of the short-term training with its integrated curriculum, the on-site social worker, the strong partnerships with community agencies, the program's retention and job placement rates make the Pathways to Employment program at Central Piedmont Community College a worthy program.

Workforce Development

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Background

The College of Lake County's Public Assistance Program offers a wide variety of short-term training opportunities for public aid and low-income students. Prior to enrollment, students are required to participate in an orientation program that includes basic skills testing and career assessment advisement with staff. Once students are determined eligible, based on college prerequisites and personal goals, they can then select from the following training: Certified Nursing Assistant, Phlebotomy, Network Cabling, Circuit Board Soldering, Model Office, Computer Literacy and ABE/GED. Although all the programs listed have been successfully in existence for a number of years, the College has recently initiated the Model Office, an innovative interactive office simulation training course.

The premise of the Model Office is to provide TANF clients the opportunity to work in a simulated office setting and provide student "employees" with open entry/open exit instruction available immediately upon referral from their DHS caseworker. By providing actual hands-on training through a variety of office projects. Whenever possible the office projects are real work generated by program activities. The Model Office focuses on practical application in the areas of basic skills and on-the-job practice. Successful completion of individual office projects is maintained in student files as a portfolio to be presented during job interviews. The Model Office provides a safe environment for students to learn, practice, and apply basic technical and on-the-job survival skills without jeopardizing opportunities once unsubsidized employment is obtained.

Classroom Environment

Aggressive planning for the Model Office began in the fall of 1998 when the College of Lake County met with the Department of Human Services and Lake County Health Department to devise a training program that would meet their needs to place clients in unsubsidized jobs as quickly as possible. Statistically, Lake County's TANF population resides in the northeast portion of the county. The College, consisting of two campuses, one in Grayslake and one in Waukegan. The Waukegan campus located in the northeast portion of the county was identified as the corridor of the highest population for the students in the Public Assistance

Program. By locating the program in this area the student would have minimal transportation barriers.

In order to simulate an actual office environment, it was necessary to purchase the most recent office technology equipment. The "office" includes a fax machine, copier, five upgradeable Pentium II computers, a laser printer, scanner, and a digital camera, all residing in a realistic setting.

The ideal enrollment was determined to be a minimum of five students with a maximum of ten at any given time. The program is structured to be an eight-week program that can begin at any point of the semester. Depending on the skill level of the student and the outcomes they achieve they will receive one of the three certificates. The program objectives are to:

- Demonstrate the ability to perform technical skills such as word processing, data entry, and spread sheets as required within the student's job description.
- Demonstrate on-the-job survival skills in the area of attitude, dependability, conflict resolution, critical thinking, teamwork, and communication.
- Demonstrate basic skills development through written assignment and the ability to handle and follow through with verbal instructions.
- Demonstrate the ability to apply problem-based learning within the work environment.

In addition, students receive job-readiness training to prepare them for employment. This training includes team-building techniques and problem-based learning strategies.

Student Impact

Students report that Model Office has had an impact in their lives by not only providing job skills but also providing a clear path towards success. The support network that begins enables students to take tentative stops towards improving their situations.

Students have taken the confidence and skills they have gained in Model office and have begun some remarkable journeys. The stories are as varied as the students are. One student was planning on going to school to fulfill her long held dream of being a nurse. She used her desktop publishing skills to create a booklet of poems to sell to her church members to earn extra money. Another student summoned the courage to apply for office jobs through a temporary agency and her self-esteem soared when she discovered her skills were considered excellent. She is now applying for a full time job. Three students began their new office skills with the college as temporary employees. One of the students was offered a part-time permanent job in industry close to her house. Another student is currently the lab assistant for the Model Office Program and the afternoon Computer Literacy class. A third student, Judith Waters, has recently been hired as a fulltime secretary at the college. "Model Office gave me the confidence to step into a new line of work," Judith said.

Outcomes

According to Illinois State Board of Education, during fiscal year 1997 there were 74 students who increased their earnings enough to have their assistance grant reduced or cancelled and the estimated savings attributed to the College of Lake County was $501,684. During fiscal year 1998 there were 47 students who increased their earning enough to have their assistance grant reduced or cancelled and the estimate annual savings attributed to the College of Lake County was $113,208.

Even though the program is relatively new, over 60 students have enrolled in the Model Office Program. The College of Lake County is very proud of this program and will continue to look at different ways to meet the needs of the diverse students with different learning styles and capabilities.

Transformational Partnering: Business and a Community College in Pursuit of Better Worker Preparedness

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Confronted with a mismatch between the demand for stronger job competencies and existing worker skills, employers in Cumberland County, New Jersey and Cumberland County College joined forces to attack the problem. Many workforce development initiatives have been in place, but according to most business leaders the effectiveness of these programs was doubtful. In addition, the blame for the lack of educated and trained workers was spread throughout all institutions of society in the county.

Recognizing its leadership role, Cumberland County College launched a countywide initiative to bring county leaders together to begin to solve the problem. Over a period of a year, through informal meetings, business leaders and faculty members began to tackle the problem. Business leaders and faculty members found a common language to describe the workers' needs and possible courses of action. The outcomes of these gatherings focused on an overwhelming conclusion. Job preparedness demands strong foundation skills and workforce competencies. Every business sector requires workers who can *learn how to learn*.

At the same time, the students of *Strategic Management*, an Honors course at Cumberland County College, studied how the college might be the leader in workforce development in the county. The work of the Honors students and the compilation of the information obtained from business leaders and the college faculty resulted in two documents presented at a Business/Faculty Symposium in May, 1999. More than several hundred county leaders, educators, and interested parties attended this conference.

Cumberland County College as a Workforce Development Partner: Findings and Recommendations identified several important needs. Employers need workers who have the ability to think critically, work problems through to reasonable solutions and perform computations, make decisions and communicate effectively. In addition, employers need workers who express a basic work ethic that includes dependability, demonstrate appropriate workplace behavior, take pride in their work, and have a increasing level of curiosity about that work.

While a great deal of work remains to be done, one major outcome is the coalescing of the county's institutions of society towards a more uniform and cohesive approach to workforce development. Equally important, the efforts of the college resulted in business and postsecondary and secondary education leaders working in concert rather than separately in solving workforce development issues.

Several significant outcomes have been launched. Business and education leaders have formed the *Business/Education Alliance.* Two specific outcomes have occurred thus far. The Alliance is beginning a program called *School Counts* in which secondary schools will issue certificates to students who achieve over 95% attendance and punctuality, obtain at least a "C" average and who completed high school in eight consecutive semesters. Employers who seek prospective employees who have earned this certificate are somewhat assured of an employee who worked hard in school. The *Business Leader/School Superintendent Shadowing* program has been effective in each group understanding the roles and responsibilities of the other.

The academic areas of the college have begun to revise curriculums in order to meet the needs of business more directly. At the same time, the college is strengthening the basic skills concentration in direct response to employer demands. Also, instructors in the classroom are reinforcing work ethics.

Training Partnerships have been formalized with a regional convenience store chain, a major social services agency, a large glass container manufacturer, a nationwide trade union, several school districts, and city governments. These partnerships have resulted in customized education and training programs using the college and distant locations for the purpose of meeting specific employer needs.

The college also created the *Center for Leadership, Community and Neighborhood Development.* One of its goals is to build community leaders beginning with students in pre-secondary schools and targeted initiatives have begun. The center is also coordinating the attack on illiteracy by organizing and directing literacy volunteers from all sectors.

The efforts of Cumberland County College may serve as a guide for other community colleges, especially those located in areas with high illiteracy rates, an increasing number of unemployed, disenfranchised, underemployed and discouraged workers and socio-economic challenges. The community college has an opportunity to be the catalyst in the amalgamation of local workforce development efforts into a unified and cohesive approach.

Danville Area Metals Cluster

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The Market

Nationwide, the metals industry is experiencing phenomenal growth and change. Currently, manufacturing contributes to more than 55% of the overall economy of the State of Illinois. About 22% of the Vermilion County workforce are employed in manufacturing. More than half of the manufacturing employee's work for firms that manufacture metals products. Within the next two years, Vermilion County is expected to have about 300 openings for skilled metals workers.

The Challenge

Over the past few years, large and small metals employers in Vermilion County have experienced a shortage of skilled workers at all levels. That shortage, paired with the anticipated growth in the metals industry, caused local companies to become more aggressive in creating a workforce development system.

Formation of the Metals Cluster—TEAM Manufacturing: Creators and Innovators

To address the challenge at hand, a three-way partnership was formed between education, business, and the community. The Danville Area Economic Development Corporation facilitated the development and implementation of what became known as the Danville Area Metals Cluster. Twenty-five local manufacturing employers began the development of this innovative training system. In addition to the employers, the system includes elementary schools, middle schools, high schools, Danville Area Community College, social service agencies, and the employers' current employees.

Overall Plan and Results to Date

1. Create community awareness of career opportunities available in Vermilion County metals-related businesses.

    - Developed a video that shows what it is really like to work in the metals industry.
    - "Mrs. Mary and the Great Math and Science Adventure" character travels to 3rd grade classrooms in Vermilion County to interest students in math and science at an early age.
    - A series of newspaper articles has been published which profiles the participating companies, their products, and what job skills are required in order to work there.
    - Radio spots have aired about individual industries highlighting "another great reason" to work in the metals industry.
    - Placemats in area restaurants feature positions "in demand" in the metals industry.
    - One business per month is highlighted on a current events radio show.
    - Metals industry "quick facts" are included in existing company newsletters.
2. Provide work-based learning activities for high school and Danville Area Community College students.

    - *Academy of MERIT (Manufacturing, Engineering, Robotics, Industry Technology)* — In the fall of 1999, twenty-four students were accepted into the academy at Danville High School to study coursework related to technology skills. Students participate in class presentations by engineers, technicians, managers, and production specialists; attend tours of area businesses and colleges with engineering and technology specialties; may participate in a two-week paid work rotation in the metals businesses during the summer; and have access to college scholarships funded by the Metals Cluster.

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- *Basic Manufacturing Institute* — Six-week training course at Danville Area Community College designed to introduce students to the entry-level skills needed to succeed in Vermilion County manufacturing. Many of the businesses cover the cost of the class for attendees. The course is offered during the day and evening. Successful completers earn two college credits.

- *Fast-Track Apprenticeship Program* — Employers and DACC staff select a number of students to complete an Associate of Applied Science degree in 13 to 18 months, while gaining hands-on employment and training experience in local businesses. The companies pay tuition, fees, and book costs while the students earn money working on the job. If all goes well, the students are nearly guaranteed a full-time job with the company once they have earned an Associate's degree in Manufacturing or Industrial Maintenance.

The first graduates of the Danville Area Metals Cluster Fast-Track Program will be graduating from Danville Area Community College this spring. Enrollment in the Basic Manufacturing and Fast-Track programs has been strong, and overall enrollment in the Danville Area Community College Technology Division has increased since these programs were introduced.

3. Get involved with local education systems to enhance technical and "soft" skills training.

   - Employees from industry are volunteering to serve on advisory councils at all levels of education to make sure the classroom curricula align with the skills needed in the workplace.
   - Danville Area Community College is incorporating more performance measures and competencies in technical courses to ensure that students learn the required skills for the jobs.
   - Danville Area Community College offers an Educational Guarantee to businesses who hire DACC graduates.
   - Gather and monitor job-hiring trends, focusing on the most rapidly growing career areas.
   - Data has been collected, maintained and distributed which tracks the number of local job openings, skills needed, and salary information.
   - Information is shared with students, parents, and people who are considering job changes.

Related Projects

Based on the success of the Danville Area Metals Cluster thus far, other areas of business and industry are following suit. There is now a Logistics Cluster, which includes representatives from the distribution industry, education and the community. Based on the Logistics Cluster workforce needs, Danville Area Community College is now offering a short-term Basic Warehousing and Materials Course.

In addition, an Information Technology Cluster is being formed to address the workforce needs of the information systems and office systems-based businesses in Vermilion County.

The Future

As the workforce needs in Vermilion County continue to change and grow, it is anticipated that the cluster structure will also grow to meet those needs. Danville Area Community College is a critical element to the success of the clusters. The College will make every effort to support and cooperate with the cluster effort.

Business Leadership Certificate

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Overview

In response to an expressed need from regional employers for managerial and supervisory training, Darton College developed a 40-hour, continuing education, certificate program in Business Leadership. The course has many unique characteristics, is pragmatically based, can be replicated, can be offered on any business work schedule, and can be tailored for specific employers.

Problem

Rural Georgia is plagued with a shallow pool of trained workers. Many prospective businesses shy away from moving into the region due to the lack of a trained workforce. Existing businesses constantly feel the pinch of the labor market and training is a full-time job. Many businesses will hire an individual at an entry or lower level position who becomes a good employee. Within a year or two, the employee is promoted. The employee continues to progress and gains another promotion. In a matter of 3-5 years the employee is in a management or supervisory role. The result is a manager who knows the business, is a loyal employee, has an established work ethic, but has not obtained skills that facilitate good managerial practices. Many of these managers have little or no postsecondary education or formal education in management, leadership, or business.

A significant ramification of this condition is the dilemma of having a proven employee who has been promoted into a position that she/he cannot effectively perform. Demoting the employee often leads to losing the employee or maintaining the employee, thus creating a very weak link in the organization. Training the employee is difficult and expensive since there are limited training resources in Southwest Georgia. Currently, the closest programs are in Atlanta, Georgia and Orlando, Florida. These programs have several disadvantages including: (1) travel and extended lodging expenses, (2) high tuition costs averaging $2,200 per person, (3) time away from work (since the training is so far from work site), and (4) canned "cookie cutter" type presentations not specifically designed for Southwest Georgia businesses.

Design

The initial concept for the program came from two area businesses expressing a need to train a new class of supervisors in expanding operations. Meetings with the companies' human resource directors and review of existing training programs identified several topic areas for such a training program. Next, a search was conducted to locate instructors for the program. It was decided that the program would be taught with several different instructors. Thus, someone who was an expert in that particular area would present each topic. It was determined that instructors would be working professionals within the business field (not college faculty) who had proven training experience.

After developing the curriculum and identifying instructors, a pilot course was conducted for 20 new managers at Bob's Candies in Albany, Georgia (the largest producer of striped candy in the world). The course was deemed so satisfactory that Bob's Candies required all of their managers to attend.

From the pilot project a 40-hour course was developed. The course can be taught at Darton College or at the employer's work site. The first public session began in September of 1999 at Darton College with 23 participants representing over 10 businesses. All 23 graduated from the program in November 1999.

Seven instructors who cover the following topics in ten nights teach the course. 1) Which managerial style will work best for me? 2) Motivating and rewarding employees, 3) How to administer and receive criticism and evaluation, 4) "Don't Get Sued!"—Legal issues for the manager, 5) Create and maintain a productive team, 6) "I Did Not Say That!"—Communication in the workplace, 7) "What is wrong with these people?"—Dealing with difficult employees and difficult situations, 8) Don't get stressed out, 9) Get it Completed—Time and project management, 10) How can I teach my employees about company image?, 11) How to create strategic and organizational plans, and 11) "We have a safety officer, why do I need to know about OSHA?"

Students receive workbooks with materials prepared by each instructor. Students also complete written course and instructor evaluations after each of the ten sessions. To validate the certificate, each instructor administers a test after the conclusion of each topic. Students who do not successfully pass (80%) a test spend one-on-one time with the instructor on the missed material.
Delivery styles are heavily dependent on small group activities, role playing exercises, and real life situations. This course is founded on application and hands-on exercises.

Design assessment was measured using The Assessment of Learning Outcomes In Continuing Education and Training: A Practical Guide to Assessment Plans, *International Association for Continuing Education and Training. Washington, D.C.* Using these guidelines, the Business Leadership Certificate curriculum was identified as "Level 5".

Impact

By design, the course can be offered to large companies that have entire classes of participants. However, the course is also offered as an "open" class attracting employees from several smaller businesses.

As a result of the pilot course and the first open course, the College is now arranging closed sessions for four area companies and two open sessions beginning February 3, 2000. The impact of the course is marked not only by the demand but also from the feedback.

> "Excellent! Best training course I have ever attended and I have attended many over the past 30 years." — Cheryl Bryant, Regions Bank
>
> "The course was very informative—the best thing I have done for my job and my employees." — Kathy S. Lancaster, Palmyra Medical Center
>
> "I highly recommend this course. There was never a dull moment. Every session was a new adventure in learning and learning about the people you work with." — William Gore, Flint River Textiles, Inc.

The course is being offered at a price of only $569 per person and companies can send one free participant for every three paid students. The low fee is a vital impact on businesses in this low economic region. Creating and delivering these types of programs at affordable prices strengthens area businesses, builds individual employees, and directly affects the workforce and the region.

Teller Training Program

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Overview

As a result of this program, individuals who were unemployed (most depending on public assistance), living at low to moderate income levels, and residing in geographical areas that have been formally designated as hardship communities due to either economic factors or flood disaster, are now supporting themselves as vital members of the workforce. In placing these individuals as tellers in area banks and credit unions, another need was partially satisfied by impacting the shortage of trained individuals for this type of job.

In March of 1998, Darton College, in collaboration with the Georgia Council on Economic Education, the City of Albany, and six area financial institutions, implemented a training program that prepared unemployed individuals for careers as financial tellers. The program successfully placed the candidates in full-time teller positions at the completion of the training course. The pilot program was conducted in March of 1998 and was successfully replicated in May of 1999. A third session is set to begin within the first two quarters of 2000.

Design

Working with six area financial institutions (banks and credit unions), a training curriculum was developed to prepare unemployed candidates for full-time jobs within the financial industry. Job placement for the candidates who completed the program was underwritten by the six financial institutions. Through March of 2000, approximately 30 unemployed individuals will be employed as full-time tellers.

Initially, these candidates had to meet the following eligibility requirements. 1) Applicants are low/moderate income adults. 2) A minimum of 75% of the applicants must reside in the Enterprise Community or Flood Recovery Target areas. 3) Applicants must receive Public Assistance (welfare-to-work); and/or, 4)

Applicants must be unemployed at the time of referral. 5) Applicants must have a High School diploma or GED. 6) Applicants must have at least six months of cashier or other related on-the-job-training experience.

The selected applicants, after all screening phases, were accepted into the 78-hour training program. The curriculum consisted of Banking Principles, Customer Service, Conflict Resolution, Basic Office Equipment Skills, Building the Professional Image, and Sales Training. After completion of the program, the applicants were given assessment tests. A graduation exercise and a reception culminated the project. Each of the graduates was hired by the financial institutions except one applicant who moved out of the region. However, she was employed at a bank in her new locale.

Design assessment was measured using The Assessment of Learning Outcomes in Continuing Education and Training: A Practical Guide to Assessment Plans, *International Association for Continuing Education and Training. Washington, D.C.* Using these guidelines, the Teller Training Program curriculum was identified as "Level 5".

Uniqueness

Traditional training programs usually offer training to an open number of applicants and then allow the applicants to market their skills with little or no help from the training institution. Curriculum is often static and canned. The program offered through the Teller Training Program held job placement pledges in hand prior to the acceptance of applicants. The financial institutions had a direct input in the criteria and selection of the applicants. The banks and credit unions also helped format and design the curricula. Innovation is seen in the levels of cooperation, the pragmatic applied curriculum designs, and the job placement pledges.

Impact

Analysis of the evaluations and feedback from the students and the financial institutions show a superlative success. One student (Ms. LaWanna Watts), stated that the program was very informative with "fantastic teachers". She continued to say that as a result of the program she not only has a job but a job she loves. This statement is representative of the entire group of participants.

Not only does this program place unemployed individuals into the workforce; it also fulfills a workforce need. The lack of trained tellers in the Southwest Georgia area is a major problem for the many financial institutions doing business within the region. These institutions are so impressed with the program that they stand ready to support on-going training sessions.

The Teller Training Program also is an excellent example for satisfying a regional need through collaboration. *The Albany Herald*, June 20, 1998 ran an editorial titled *"Thumbs Up!"* that focused on the pilot program. The feature editorial ends with the following paragraph.

> *The program organizers knew the collaborative would be a win for everyone. The banks get fully trained tellers; the participants are rewarded with jobs in good companies, and the pool of income-earning taxpayers is enlarged. This model of creative partnering could be followed by other businesses.*

Albany's past is rooted in plantation-slave agriculture. The past is marked with lines of racial inequalities, economic bias, and dubious social-economic factors. Even though these days are past, many scars, attitudes, and emotions are reminiscent of these bygone days. Through the collaborative efforts of Albany Department of Community and Economic Development, the six financial institutions, and Darton College, significant strides have been made toward combined leadership, management, and entrepreneurship in not only economic and workforce needs but also for a stronger social climate within the community.

Dyer County High School Careers Awareness Program

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Dyer County High School and Dyersburg State Community College are in partnership to provide a career awareness experience for interested high school sophomores each fall semester. This arrangement has now completed its fifth year between the two institutions.

This year approximately 20 at-risk students came to the Dyersburg State campus from October 18 to December 10, 1999, to attend classes, workshops, lectures, and computer labs to inform the students of the potential opportunities for postsecondary education and employment after high school graduation.

Coordinators for the program this year were Mr. Bob Jones and Ms. Marilyn Armstrong of the Upward Bound Program at Dyersburg State, in conjunction with Dyer County High School Administrators. Dyersburg State division deans, faculty, and professional business volunteers provided additional teaching support from the community.

A unique and sequential schedule of activities was developed for the students to introduce them to the responsibilities of adult employment, and necessary preparation for their future career. The project assumes that not all students wish to enter a career through obtaining a four year baccalaureate degree, therefore, presentations were made for all participants to consider either a technical, associate, baccalaureate, or graduate level of education after high school. However, all participants were strongly encouraged to participate in some form of education beyond high school, in order to remain competitive in the job market in the subsequent years after high school graduation.

This year's program is divided into the following eight-week themes:

Week One — Students were introduced to the Dyersburg State Campus with a tour of all buildings, classrooms and labs, Library and Learning Resource Center, College Academic Divisions and Administrative Offices serving student admission, enrollment, and financial aid and scholarship. Students were administered the Myers-Briggs Personality Type, and Strong Interest Inventory assessments to help determine each student's personality preferences for career and life interest. Participants received instruction and opportunity in the Bekaert Computer Lab on how to access the Internet for career search and exploration, and resume development. Presentations were provided in education careers such as early childhood education, elementary and secondary education. Additionally, students were provided information regarding Dyersburg State's partnership with the University of Memphis in distance learning, and degree transfer opportunities.

Students also visited the new state-of-the-art Three Oaks Middle School to culminate a week of education as a career emphasis.

Week 2 — Students learned about careers in health professions where degrees can be sought through the Dyersburg State curriculum. These included: Allied Health, Medical Records, Physical Therapy Assistant, and Emergency Medical Technician. Other career information presented included area professionals working in various management information systems.

Week 3 — Professional careers such as veterinary medicine, x-ray technician, dentistry, dental hygienist, related dental careers, dental and veterinary supply sales, office management systems, clerical and receptionist duties, accounting, emergency medical technician, wildlife and ecological management were all presented in both lecture, video, and hands-on interaction with career professionals.

Week 4 — Participants received career information as appropriate to attending college. Various aspects of college information included recruitment and scholarship through the different Academic College Divisions and Athletics.

Week 5 — College Academic Division information is continued. Students were provided hands-on activities in using the College Library and the Learning Resource Center, the Instructional Television classroom and distance learning capabilities, and learned of the academic advantage of student tutorial labs on campus. Additionally, the students participated in live college lecture classes to help show them the level of academic preparation and social maturation required for successful college attendance. Students participated in brief Power-Point computer presentations to learn the unique presentation and communication opportunity available in specialized software programs.

Week 6 — Careers in Technology and Business was discussed by Dyersburg State college professors using Power-Point presentations and the Master Classroom Design. The resources of the Dyersburg State Small Business Development Center staff explored careers and successes in personal small business creation.

Week 7 — The results of the Strong Interest Survey were discussed and compared against any career change ideas affected by the experience to date of students in the project. Students participate in more hands-on Internet activities and personal website development, and visited local industries such as Bekaert Steel Manufacturing and Caterpillar Industries.

Week 8 — This final week provided students with more information for college admission requirements, enrollment, financial aid and scholarship, senior year dual enrollment, and college entrance test requirements. Participants completed an informal evaluation survey of the Careers Program experience, and were provided an opportunity to assist in future ideas for the 2000 Careers Program.

Summary:

From the informal survey administered at the completion of the program, the majority of students felt the experience valuable, and helpful in determining career and educational planning after high school graduation. Many who were unsure of a future career could now state career preferences. At the on-set of the program, only 3 of the 20 students indicated a desire to attend college. At the completion, more than half of the participants were now interested in postsecondary education. Interestingly, the daily attendance was at least 99 percent. Both Dyer County High School and Dyersburg State Community College considered the program to be successful.

Building A Bridge Toward A Stronger Workforce

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East Arkansas Community College (EACC) in Forrest City, Local Industry, and Workforce, Inc. in West Memphis have formed a partnership to provide basic skills training to Local Industry employees. Combined resources have resulted in a Learning Center at the Local Industry worksite. Local Industry employees receive basic skills training before or after their shift.

Local Industry has plants in multiple locations across the country. Local Industry is in the process of investing in new technological equipment. Of great concern to management is the ability of present employees to handle such equipment. In search of ways to upgrade the skills of its workforce, the management of Local Industry sought the assistance and expertise of the East Arkansas Community College Business and Industry Director, Dr. John Alderson, who referred them to the Workforce Skills Development Program. This program functions through a contract agreement with Workforce, Incorporated which serves as One-Stop leaders in a five county area.

The purpose of the Workforce Skills Development Program, under the direction of Sandra Kerr, is to provide Basic Skills and ACT Work Keys Training to the current and future workforce including Welfare to Work recipients. Pre and post (The Adult Basic Education) TABE assessments are administered to determine basic skill levels. For the WtW clients, the ACT Work Keys Assessment is given when a 9th grade level or above is reached on the TABE Test.

However, for Local Industry employees, the procedure is different. Based on the readability levels of required workplace reading materials and predetermined reading and math skill levels needed to perform task requirements using the new equipment, Local Industry, EACC, and Workforce, Inc. made the decision to administer pre and post TABE Tests to employees. Supervisors needed to score a Level A 12.9 grade level in reading and math. All other personnel needed to score a Level A 10.9 in reading and math. If an employee did not have the score required to perform effectively, then the employee was referred to the Learning Center located at the Local Industry.

Many of the employees have had the same job for years; however; as technology advances so must the workforce skills. As the workplace depends more upon technological advancements to keep pace with world wide competition, often times the employee does not have the time, motivation, or, perhaps, opportunity to continue or begin the road to lifelong learning. Therefore, many companies are in the same situation—how to train employees who can do the current job, but do not have the basic reading and math skills needed for more advanced technological job demands.

When the first group of employees, maintenance workers, at the Local Industry was administered the test, approximately 70% did not reach the required score. Actually, more than half of the 70% did not score above sixth grade in reading or math. As discouraging as it appeared in the initial process, the partnership between EACC, Local Industry, and Workforce, Inc. allowed an opportunity to begin a learning center at Local Industry to provide self-paced, individualized, computer-based instruction to meet the needs of each employee. Local Industry provided eight computers, EACC provided eight computers, and in conjunction with Workforce, Inc., educational software was provided for all sixteen computers. Specialists in reading and math serve as facilitators in the learning center, and assist the employees. Local Industry developed a schedule to allow time for employees to attend class twice a week and earn overtime.

Although the Local Industry employees were apprehensive at first because many believed their jobs were in jeopardy, the feelings of self-esteem and achievement are now evident. Posttests are administered on a scheduled basis. Many of the employees at the Local Industry have reached the required goal, and all employees are showing gain. The TABE test has four test booklet levels of difficulty. Employees had an average gain of at least one or two book levels of improvement.

Recently, seventy-five employees volunteered to be pretested so that they could qualify for advancement. These individuals will attend class on their own time without earning overtime. The on-site Learning Center is invaluable. It is, hopefully, the beginning of an opportunity for many to advance in their jobs, increase their self-esteem and self-awareness, and continue their pursuit for lifelong learning.

The Plastics Partnership

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Edison Community College, 14 plastics manufacturers, one regional economic development office, and five local economic development offices have created a partnership to pursue a regional economic development plan for plastics. Ohio is the second leading producer of plastics in the nation and the Dayton area is the second leading producer in Ohio. The partnership is a model for cooperation in planning, the seeking of funds, the expansion of workforce training, and the assessment of training benefits.

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The goals of the Plastics Partnership are to:

1. Retain current plastics companies and gain new ones.
2. Facilitate the expansion of plastics businesses.
3. Add new plastics related jobs to the current labor force.
4. Increase productivity in plastics manufacturing.
5. Demonstrate the relationship between training, productivity, and economic growth.

Role of Edison Community College

Edison initially invested in the development of a plastics program by hiring new faculty and upgrading some of the equipment in its manufacturing lab. By then joining with the Plastics Partnership, the College was able to use the many community resources to obtain grant funds to further expand the program. The partners assisted Edison in writing a $910,000 capital equipment grant, which brings state-of-the-art plastics training machinery to the College's campus and provides a mobile lab to take onsite to employers.

Role of Economic Development Partners

The six economic development offices played a key role in initiating and sustaining the partnership. Based on their own economic development plans, they forged a new Regional Economic Development Plan for Plastics. This plan defines goals and outlines the primary strategy for expanding the presence of plastics manufacturing in the region. The Darke County economic development office volunteered to assist in developing joint marketing materials and provide an Edison link on its Internet site. The Troy Chamber of Commerce agreed to serve as a communications vehicle between the College and businesses in order to promote training. Troy will also link its Web site to the plastics program and feature plastics in one section. All offices will continue to be involved as:

- Members of the Plastics Advisory Committee.
- Liaisons between the College and industry.
- Participants in assessing on-going needs.
- Participants in seeking additional grant funds.

Role of Manufacturers

The 14 employers made major commitments to this project. They attended community breakfasts and luncheons, participated in a survey of local training needs, and committed $318,950 in equipment, materials, and services. One firm promised to send employees to the training program, hire no less than 20 graduates a year from the degree program when operational, provide scholarships and tuition reimbursement, donate raw materials, assist in purchasing materials and equipment in order to enhance the College's buying power, provide guest faculty, and serve on the Advisory Committee.

The Grant

The grant through the Ohio Board of Regents is a direct result of the partnership. Its objectives support all five goals of the Regional Economics Development Plan for Plastics:

1. Develop new non-credit courses.
2. Develop a portable lab to take specialized training on-site.
3. Equip plastics training lab on Edison campus.

4. Deliver training.
5. Create an assessment system documenting ongoing productivity and growth.

The last objective is particularly exciting since it will provide a tool for objective assessment of the impact of training. Baseline data will be defined for such indicators as down time, cost of quality, scrap rate, etc. The same indicators will be evaluated periodically after training. The Partners all see different values to this approach:

- Edison will have data demonstrating the value of its training.
- The companies will have data demonstrating that investment in workers pays off.
- The economic development offices will have data to show new companies that relocating in the area can have direct economic benefits to them.

The Future

The sharing of resources, the pooling of ideas and talent, the leveraging of funds—these are all-powerful tools for ensuring not only the success of the Plastics Partnership but for expanding into other cooperative ventures. The use of highly meaningful assessment indicators also has a high degree of transferability—to other programs at Edison and to other campuses.

Using Cutting Edge Pedagogy for Workforce Development

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Increase the number of engineering technicians for local industry, retain students, help students reach their full potential by using cutting edge instructional strategies—these are the goals for FDTC's Advanced Technological Education (ATE) program.

FDTC's Advanced Technological Education (ATE) program is designed to recruit and retain students in a high-interest general education core that will supplement associate degree level curriculum courses in a given curriculum cluster. The pilot program, now in its second year, targets engineering technology programs, but the same model can be used for other clusters of majors, such as business, associate of arts, social sciences, allied health, etc. The program has four major strengths:

1. Incorporates the best of brain-based learning for instruction: problem-based learning, integrated curriculum, multiple intelligences, and learning styles;
2. includes specific strategies for retention: active learning, intensive use of technology, and teaming;
3. targets skills demanded by employers: work ethic; teamwork; technical skills; computational skills; and communication skills; and
4. partners with area industry to develop and assess workplace-based problems; to offer scholarships and internships; to provide guest

speakers, plant tours, etc., so technical concepts can be seen in action.

The core is a three-semester program that allows students to take an additional course from their major taught in a traditional setting. At the end of the three-semester core, students take additional humanities and major courses for two to three terms before graduation.

Faculty from four disciplines—physics, math, technology, and communication (English/speech)—work as a team to develop and refine physics-based problems, teach workshops in each discipline that contribute to the solution of the problem, assess student learning, and promote student success as an individual and as a team member. Student assessment includes project products, embedded assessments of progress, discipline-specific products (presentations, spreadsheets, traditional tests, team tests, drawings, or completion of other tasks), and weekly journal assignments.

The problem is introduced, in any of the courses, by video, guest-speaker, memo, or other methods that allow students to "meet the problem." Student teams then answer the following questions about the project: "What is the problem? What do we know and how do we know it? What do we think we know and how can we verify it? What do we need to know? What do we need to do?" Students then conduct research and participate in faculty-led, student-oriented workshops that provide just-in-time learning. Therefore, students make connections, see the relevancy of abstract concepts, and apply those concepts. Students constantly re-visit and update their initial questions until they are able to solve the problem and produce the products required. In addition to traditional math, communication, computer, and physics skills, the students develop an approach to solve sometimes "messy" (or "ill-structured") problems by gathering data, eliminating unnecessary information, refining thinking skills, and taking responsibility for their own learning.

This learning-community approach has increased student motivation and involvement. The initial frustration the students express about the non-traditional approach to learning soon disappears as students become absorbed in the projects. One student made the following unsolicited comment: "I have learned more in one semester of ATE courses than I did in my senior year in high school and a full year at a liberal arts college combined."

The biggest challenge for faculty is the time to develop and coordinate curriculum materials. Another major challenge is to assure that students obtain the same or higher level of competence as students enrolled in traditional composition, speech, math, physics, and technology courses.

The current faculty team has over eighty years of combined teaching experience and has found the model to be time-consuming, yet exhilarating due to the results reflected in both student enthusiasm and learning. The current faculty team is working with other faculty teams to use the projects and workshops they have developed for engineering technology students and to develop new projects based on appropriate cornerstone courses for other disciplines.

At the mid-point of the second year of the pilot, the ATE curriculum approach is on the cutting edge of pedagogy. The implementation of this model is changing the climate on its own campus as well as of its sister institutions in the state two-year college system and serves as an exemplary program for curricular change.

CSX Transportation Railroad Employment Readiness Program

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The Railroad Employment Readiness program is a Florida Community College at Jacksonville (FCCJ) and CSX Transportation (CSXT) training partnership. It is designed to prepare students with the essential job skills to become successful candidates for one of three positions with CSXT, or for general employment in the Railroad industry.

The FCCJ-CSXT training partnership is a long standing one. From the late 1980's FCCJ has been an education and training provider to CSXT for professional development and workplace education courses. In 1990, CSXT became a partner with FCCJ in a National Workplace Literacy grant, which was funded for eighteen months. In October 1997, the College's Urban Resource Center Assessment Department began administering employment and pre-employment testing for CSXT. In the spring of 1998, CSXT requested support from the College in the development of the Railroad Employment Readiness partnership to improve pre-employment assessment and training standardization.

The pre-employment testing that was already administered by the college became the foundation for screening candidates for the program. Successful candidates pass the assessments with a score determined by CSXT and have their resume reviewed by CSXT personnel for the minimum required work experience. Unsuccessful candidates are referred to the College Adult Studies program for remediation prior to retesting.

Before the advent of the Railroad Employment Readiness program, CSXT included many components of the course in the post employment training conducted at each department for newly hired employees, i.e., Railroad Transportation Concepts, Telephone Communication Skills, and Stress Management. The new employees were hired into several different departments and areas of the company, so the consistency of training was difficult to ensure. All of the employees hired into these positions are required to join the Transportation Communications Union. Employees in the union have the option to bid into various positions by seniority. This means that employees initially hired into one position may, through seniority bidding, transfer to a very different position or department sometime later during their tenure. As a part of the development of the Railroad Employment Readiness program, all three CSXT employment areas, Customer Service, Crew Dispatch, and General Clerical, were surveyed to determine the core proficiencies and skills desired by all of the departments and positions. The identification of those skills determined the course content and topics.

The program currently consists of ninety-six hours of instruction. The first half is composed of six Microsoft Office computer applications courses, each covering eight hours of beginning level material. The second half of the program consists of the CSXT Railroad Topics, customer service, interviewing, and stress management skills. Students also spend 16 hours on-site at the CSXT training facility learning the mainframe and e-mail systems and additional railroad topics via computer-based training. Students are evaluated in the areas of participation, progress, attitude, judgment, and teamwork through instructor observation. One written test is administered on the Railroad Transportation Concepts material.

Individual interviews are scheduled and conducted with a CSXT team during the final two weeks of the program. This team uses the program evaluation information and interviews as tools in making their hiring decisions. The Railroad Employment Readiness program has assessed approximately 750 individuals since July 1998 and trained 302 students since August 1998. CSXT has hired 80% to 85% of the students completing the program.

Students are responsible for paying their own tuition for the course, $495, and are not reimbursed after completion. The positions that CSXT fills through the program have very competitive salaries ($27,000 – $29,000 per year) and benefits and are highly sought after in the local market and beyond. All job openings are in the Jacksonville area. A very important component of the program's success is that CSXT currently hires new employees into these positions only after completion of the Railroad Employment Readiness program. All job inquiries are referred to FCCJ for information, assessment, and training.

Learn to Earn

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The goal of FCCJ's Learn to Earn project is to accelerate and improve students' success in developmental education programs by providing computer-based instruction that is directly relevant to their career goals. Improved advising and ongoing instructional support will help students take advantage of this opportunity and increase their commitment to their educational success.

To be effective for the majority of our adult students, instruction must be based on a realistic career goal where the student understands the critical path for reaching that goal. Literacy instruction, in particular, should be "work-based" and taught within the context of the student's career goals. Seeing the gap between what is needed for a particular career and the students' current skill level, assessed in a manner that the student as well as the teacher can understand, provides the motivation for learning.

FCCJ has worked with Steck-Vaughn Publishing to co-develop customized career counseling and instructional software that correlates with Florida's Occupational Forecast List, the list of high-wage, high-skill jobs that are in high demand in our area. Working with the software, with the support of counselors and instructors, students get to see the importance of basic skills in a wide variety of careers and match up their career interests and basic skill learning needs. Teachers can use the software to prescribe computer-based instructional modules that will address students' specific learning needs based on their career interests.

A suite of software packages from Steck-Vaughn makes up the core of the program:

- The *Integrator* software leads the student through a career interest assessment and provides the student with information and resources on careers that match their interest, and is customized according to Florida's state and regional targeted occupation lists. The software is fully customizable by the user so that as these targeted occupation lists are updated, so can the software be updated to include information on new jobs.
- The Integrator then moves the student to basic skills assessments and provides feedback on their skill level relative to their career interest area. It uses information from its assessments to create prescriptions for student learning, linking directly to another Steck-Vaughn product, *SkillsBank*.
- Basic reading and communication skills are addressed specifically in *Learning 100*, a software package developed by Education Development Labs based on years of reading research. Learning 100 has its own assessments to prescribe specific lessons and has been correlated by Steck-Vaughn to Florida's Literacy Completion Points, part of the accountability system established by the state of Florida to ensure developmental students are progressing successfully through the educational system.
- More advanced reading and communication skills are addressed in *Quantum*, which takes students up through college-level skills.
- For students preparing specifically for the GED exams, *Pre-GED 2000* and *GED 2000* provide assessments, prescriptions, and instruction in the five GED exam areas.

The entire suite of software provides a vehicle for career planning for both short-term and long-term goals. In addition, it provides an assessment of literacy deficiencies and creates a prescription for each student's remediation. The software is highly visual and uses video and audio throughout; it is also supported by print materials and workbooks, all of which provide a rich environment for self- and teacher-directed learning.

The same software is accessible at many points in the workforce development and education system: the One-Stop Centers operated by our regional Workforce Board, the college's Career Development Centers, open instructional labs, faculty workstations, and new dedicated developmental education labs. The software is maintained on a central server at the college, so that students' records can be accessed (confidentially, of course) at all campuses and in the various service offices. Dedicated advisers and instructional assistants will help students maximize their use of the software and labs. A referral system between regular counselors and faculty, and the new staff, will help ensure students have ready access and direction in their use of the labs. The collaboration required by this program will ensure that all elements of the system work together for the students' benefit.

The wide variety of reports available from the software provides extensive data on student progress and success, and enables the faculty and staff to monitor the program's effectiveness for different student populations. Faculty are able to access current data on their students and classes from their own computers and to create reports on student progress over time. Different levels of authorization, controlled by a central manager on each campus, and the use of a password system for students and faculty accessing the system, ensure the confidentiality of student information.

In summary, this program provides career and education planning, assessment, and instruction, using collaboratively developed and customized software, to meet the needs both of students for competitive employment and of employers for a prepared workforce.

CareersNow! Partnership
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Issue or Challenge

During the past three years Winston-Salem, North Carolina has had an average unemployment rate of two percent. As a result, employers in need of employees to fill entry-level positions have been more willing to hire applicants referred by local public assistance and workforce development agencies. Applicants referred by these agencies typically have a lower than average level of education and job skills and require both basic education skills and technical training to be successful employees.

Creating a Learning Community

Forsyth Technical Community College facilitated creation of the CareersNOW! Partnership of Winston-Salem in 1997 to develop a comprehensive workforce development process that links training to local entry-level job openings. Initially developed to serve individuals transitioning off of welfare, the CareersNOW! System is responsive to the state and federal mandates of WorkFirst, Welfare to Work, Job Link, and the Workforce Investment Act. Members of the CareersNOW! Partnership include representatives from:

- Forsyth Technical Community College
- A First Resource (a private placement firm)
- Winston-Salem Society of Human Resource Managers (100+ HRMgrs.)
- Winston-Salem Workforce Development/Job Link Center
- Forsyth County Department of Social Services
- Employment Security Commission
- Vocational Rehabilitation
- Goodwill Industries of NWNC
- Winston-Salem/Forsyth County Schools
- Greater Winston-Salem Chamber of Commerce
- Professionals in Transition

The CareersNOW! Workforce Development Process

The Partnership developed a comprehensive workforce development process comprised of the following steps:

1. identification of the occupations in Forsyth County with the most entry-level job openings;

2. identification of the employability (basic education) and technical skills one would need to successfully perform the specific jobs;
3. development of career tracks inclusive of the employability and technical skills required for specific jobs;
4. enrollment of participants in the career track most in line with their career aspirations, previous work experiences, and academic ability and post assessments of participants as they near completion of training to determine if they are job ready; and
5. referral of participants to Job Link for assistance with job placement.

Results

The partnership showcased its efforts in February 1999 with the opening of the Adult Night Learning Center (ANLC). Goodwill Industries provides the facility and Forsyth Tech provides program administration and instruction. Open Monday-Thursday from 5:30-9:30 p.m., the ANLC currently offers career tracks to prepare participants to obtain entry-level jobs in the occupations of data entry, general clerical, administrative clerical, and medical office clerical. Receptionist and bank teller career tracks will be added in 2000.

More than three hundred participants enrolled in the ANLC between February and November, 1999 with monthly enrollment increasing from 36 the first month to 80 in November. To date, forty-two percent of the participants have enrolled in more than one course and that percentage is expected to increase as participants continue in their career tracks. Participants are currently being surveyed to determine attainment of their career goals (job placement). Survey results will be published in accordance with the guidelines of the Workforce Investment Act and maintained with other data in a comprehensive outcome performance database.

In October at a regional CareersNOW! presentation, two ANLC participants described how the program helped them attain their career goals. The *Winston-Salem Journal* covered the event and published an article about the program on the front page of the business section. Since then, members of the Partnership have been asked to help representatives of other communities establish similar partnerships and workforce development processes.

Impact

1. The ANLC serves adults who otherwise may not have attained the technical and basic education needed for them to attain first-time and enhanced employment.
2. The CareersNow! Workforce Development Process is replicable. The Partnership is currently using it to establish an Adult Day Learning Center that will provide daytime training for entry-level jobs and a Professional Development Program to provide training for mid to upper-management jobs. Each initiative will target unemployed and underemployed adults.
3. The CareersNOW! Partnership has positioned Winston-Salem to effectively manage the Workforce Investment Act and the impact it will have on workforce development.

The Workforce Retraining Program

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The Office of Business and Industry Services at Gateway Community College has initiated a program to advance the Connecticut workforce. Although the past few years have brought stability to the state's economy and thereby decreased unemployment rates, some citizens are still trying to recuperate from a job loss or trying to further their career by acquiring skills desired in today's job market. The Workforce Retraining Program, developed by Gateway's Office of Business and Industry Services is a credit-free curriculum providing the latest skills for people to acquire a technical expertise in order to become more marketable in the local economy. The courses offered vary from Medical Billing Associate to Precision Manufacturing to Web site Developer. Courses are held evenings and Saturdays for different amounts of time to ensure flexibility for interested students. The variety of classes offered also benefits professionals seeking an alternate route in their career development in a specific area. Overall, the courses are created with local labor markets in mind so the acquired skills are in demand.

The Workforce Retraining Program operates in cooperation with the local Department of Labor and area Regional Workforce Development Boards. Ann Oakley, Program Coordinator for the Workforce Retraining Program, serves as the liaison between these offices and the college. Through the Department of Labor, Ms. Oakley is able to meet dislocated workers who would benefit from taking the courses offered in the Workforce Retraining Program.

Under Federal law, when people are laid off from their jobs or are unemployed for an extended period of time, they may be eligible for Title III. Title III funding is available for dislocated workers and is to be used for retraining or upgrading of skills in their present field. Furthermore, Title III funding pays for schooling for up to a year and allows the dislocated worker to collect unemployment benefits or eventually to work while attending the classes. The Connecticut Department of Labor determines preliminary eligibility.

Once qualified for funding, the workers are sent to the Regional Workforce Development Board where career counselors work with them to determine their subsequent career and training goals. When goals are established, prospective students may speak with Ms. Oakley for enrollment in one of Business and Industry's numerous programs. In the previous year, the collaboration between these three groups resulted in 250 employees state-wide taking advantage of the opportunity offered to them by the Office of Business and Industry Services for the betterment of their individual vocation.

While the program is focused on workforce retraining, it is not limited to those who are unemployed. The department counsels everyone from high school students to people who have already received their doctorates, in all sectors of professional development. The credit-free courses offered by Business and Industry Services can be arranged to satisfy an individual's unique needs and to design a program based on their separate goals. This individual attention bestowed on the student imparts upon them a renewed confidence in their abilities and in them personally. It presents them with the possibility of achieving their objective and regaining a sense of identity in a job that can define them and restore their pride. A main intent of the offices of Business and Industry Services is to have their students finish the courses feeling that they have made accomplishments and upgraded of their professional and personal life.

The main result of this cooperative effort is the smoother processing and better understanding of the Title III process as a whole and the growth of the programs at Gateway Community College. Potential students are made aware of Gateway's offerings at the start of the eligibility process and that enables candidates to have a personalized exploration of career and/or training options. Through this partnership, the Workforce Retraining Programs have grown in both number of offerings and number of students, as well as in generated revenue. More importantly, awareness of the types of courses available at Gateway and its role as an innovative training institution has increased within the Greater New Haven community.

Trade Unions and Community Colleges: A Model Partnership for AAS Degrees

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Representatives from Illinois Valley Community College and the Joint Apprenticeship and Training Committee (JATC) Local Union 176 of the International Brotherhood of Electrical Workers (IBEW) met together several times to discuss and develop a partnership-training program. The result of these meetings and discussions between the college and the JATC Local 176 was the development of a unique training partnership and the creation of an Associate in Applied Science degree in Electrical Construction Technology. JATC Local 176 has an established electrical apprenticeship-training program that prepares journey person workers over a five-year apprenticeship experience. A curriculum for the program was developed and instituted to provide apprentices with the most current and up-to-date education and training in preparation to enter the residential and commercial electrical wiring field. Illinois Valley Community College offers a variety of occupational and transfer certificate and degree programs. Therefore, the resources and programs available within these two organizations provided an excellent opportunity for both organizations to work collaboratively in forming this partnership.

The JATC Local 176 representatives wanted to form a partnership with the college to develop a new Associate in Applied Science degree program for construction electricians. The curriculum being offered by the JATC Local 176 for its apprenticeship program was evaluated by college's instructional personnel to align the union's courses with those courses offered by the college in the electronics and electrical areas. In addition to these courses, the college added the required general education courses as stipulated by the Illinois Community College Board to come up with a new Associate in Applied Science degree in Electrical Construction Technology. The end result of this collaborative effort is the attainment of an Associate in Applied Science Degree from Illinois Valley Community College when the apprentice completes the required five year apprenticeship training program with the JATC Local 176. Several additional community colleges are involved in this collaborative partnership since the

International Brotherhood of Electrical Workers territory covers a large area of north central Illinois. These community colleges are involved in the partnership to allow apprentices who live within their districts to complete the general education courses for the degree by taking these courses at these colleges. The courses are then transferred into IVCC to allow the students to be awarded their AAS degree in Electrical Construction Technology from IVCC.

The Associate in Applied Science degree curriculum for this program will include a total of sixty-five and one-half (65.5) credit hours consisting of fifteen (15) credit hours of general education courses, thirty-eight (38) credit hours of technical core courses, ten (10) credit hours of internship, and two and one-half (2.5) credit hours of technical-related courses.

The JATC Local 176 teaches all of the technical and related courses at their training center in Joliet, Illinois. IVCC hires the instructors and registers the students in the designated courses offered each semester at the training center. The JATC Local 176 approves candidates for entrance into the apprenticeship after a rigorous assessment and interview. The application process is open to any person meeting the minimum application requirements. The JATC Local 176 follows All State and Federal civil rights legislation for this application process.

The applicants selected for the program must meet requirements based on registered standards provided by the Bureau of Apprenticeship and Training at the U.S. Department of Labor. They must also meet IVCC's entrance requirements. The applicant must be a high school graduate or have a GED at the time of application. The applicant must be at least eighteen (18) years old. The applicant must have taken two semesters of algebra (at high school or college) with a minimum of a "C" grade in each semester. The applicant must be a resident of the jurisdiction of the JATC Local Union 176 for one year. The applicant must have acceptable physical health (as determined by a physician) to be able to safely perform the tasks of a construction electrician, including passing a drug test. And, the applicant must have evidence of a qualifying grade on the aptitude test as prescribed in the registered standards.

The college and the JATC Local 176 looks forward to its first graduates who will earn their AAS degree from IVCC at the same time that they are awarded their journey person certificates from JATC Local 176. This is on innovative partnership between labor and education, a true "win-win" situation for both organizations as well as for the students.

Career Transcript System Project
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The Career Transcript System was developed by Johns Hopkins University to provide educational institutions a way to assure employers that its participants are ready for a successful career. It is designed to document and improve critical workplace skills as an employee moves up a career ladder.

The program began at Indian River Community College in March 1999. The program's design is twofold: to reduce employee turnover and to provide continuous skill development in the workplace. The program is designed to assist employees *and* their supervisors. Skill development is certified on a transcript that can be used to determine pay increases and/or increased responsibility on the job. The transcript is designed as a tool for lifelong learning; however, the program is currently piloted with entry level employees. As the program succeeds, the entire workforce will become involved.

The program focuses on SCANS skills, which is an acronym for the Department of Labor Secretary's Commission on Achieving Necessary Skills. These skills consist of Foundation Skills: basic, thinking and personal qualities, and Workplace Competencies: resources, interpersonal, information, systems and technology. Within these categories of SCANS skills, the program works mainly with personal quality skills (i.e. responsibility) and interpersonal skills (i.e. customer service and teamwork) because research has shown that these skills are most frequently found to be lacking in our workforce today.

A unique component of the CTS is supervisory training. Research has shown that today's employers realize supervisors may lack SCANS skills as well. Front line staff often become supervisors due to length of time on the job and not due to their supervisory skills. This contributes to the company's turnover rate, which of course effects their bottom line.

Targeted program participants for the pilot study are the "hard to serve" from the Welfare-to-Work population. A typical participant has been on public assistance for over 30 months, a single parent, female, has low literacy, and a poor work history. Many are high school dropouts and have substance abuse problems. These barriers, in addition to childcare and transportation problems, have prevented them from succeeding in the workplace to date.

Funding for the first three years of the program comes from the Deptartment of Labor in the form of a Welfare-to-Work grant awarded to Johns Hopkins. Ten community colleges in the country were then selected by Hopkins to participate in the grant. To date, IRCC has the most successful Career Transcript program in the country.

Success is largely due to the powerful partnerships and collaborations with business and industry in the community. The local Workforce Development Board is a strong advocate of the program, which is physically located in the One Stop Career Center administered by IRCC. Within the One Stop Career Center is a strong collaboration between local agencies to deliver and coordinate services.

Over 20 area employers participate in the Career Transcript System. Strong partnerships exist with Marriott Corporation, Lawnwood Regional Medical Center, Aegis Communications and Liberty Medical, which are some of our larger employers in the area. The Career Transcript System also works extensively with local hotels, nursing facilities and restaurants. Employers are seeing a high return on their investment with the Career Transcript.

Workplace Liaisons visit the worksites initially to determine with the employer which SCANS skills will be targeted. Video based, validated assessments are then given off site to a potential employee to determine baseline skills used to make an appropriate match with an employer. If hired, the employee, supervisor and liaison agree upon goals for the employee and a schedule for visits to monitor and coach skill development. Each company receives a customized program based on the needs of their workforce. Employees are monitored closely for a minimum of one year.

Welfare-to-Work employees with limited skills face unique challenges in today's economy. If skills do not increase, these employees will remain in the growing number of working poor who are still living in poverty. Time limits on public assistance are maturing. If skills increase, there is a good chance for upward mobility and true self-sufficiency. The Career Transcript is designed to help break this cycle of poverty and to help all participants strive for success.

Although the program has been operational for less than one year, success has been achieved. Our first group of program participants has remained on the job for 10 months, received salary increases, and are returning to campus for additional classes. Some employees have received salary increases in excess of two dollars per hour, thus helping them reach their goal of self-sufficiency. Children of program participants are reporting better grades and less behavioral problems because there is now a role model in the household. Lawnwood Hospital reports they no longer have a turnover problem and are now fully staffed. The larger companies we work with are now calling the program directly when they have job openings. Supervisory training is also being addressed by conducting specialized workshops on campus to provide a learning-rich environment for both supervisor and employee, where individual successes are rewarded and appreciated. Employers and employees are rating the program highly. It has been a "win-win" situation for those who are committed to the Career Transcript System as an innovative way to improve today's workforce.

A Culinary Workforce Development Program

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The National Restaurant Association estimates 500,000 openings for cooks and chefs in the next five years. To partially supply the demand, we implemented a Chef Apprentice Program which combines 6,000 hours of work experience with theory classes one day a week. The three-year program leads to an Associate of Applied Science degree and certification as a culinarian by the American Culinary Federation.

Apprenticeship is the world's oldest method of training and is very appropriate for the culinary arts. Culinary techniques are given to apprentices in classes on Mondays, then they practice what they learned on the job. The apprentices work forty hours a week for three years. The apprenticeship provides a salary from $12,000 to $20,000 per year and most employers offer health benefits in addition to the salary.

The Apprenticeship Program allows students to earn a wage that will cover living expenses and many times, books and tuition. This Program helps students who do not have family financial support obtain a degree in a growing career field.

Graduates of the Program are averaging $26,200 per year starting salary. The Program has had 100% placement of last year's class.

A meat cutting test, a seven-course dinner production that is judged by three certified chefs, and a written exam verifies the students' skills and competencies.

In summation, the Program has grown to over 160 apprentices making it the largest college-sponsored apprenticeship program in the United States. The Program's success is directly responsible due to the combination of theory classes and a structured on-the-job training program.

Information Technology Program

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Started three years ago, the information technology program at Johnson County Community College has been a phenomenal success. In this short time, enrollment in IT has grown to over 300 credit students. In response to the growing demand for high-technology based workforce, the IT program was established to teach students the technical skills required in designing and supporting computer networking and data communications systems.

The technology of local and wide networks, as well as the Internet, gives employees the ability to share and retrieve information at all levels in a corporation and beyond. The communication potential of this technology is revolutionizing the way companies do business and has produced unprecedented demand for workers skilled in the infrastructure of this new technology. To address this demand, JCCC is now offering an Associate of Applied Science degree in Information Technology as well as vocational certificates in Network Administration: Windows NT and Network Administration: Novell Netware. The first certificate and accompanying courses parallel an industry recognized skill set as defined by the Microsoft Certified Systems Engineer (MCSE) certification, where as, the second certificate provides courses that address Novell's Certified Novell Engineer (CNE) requirements. Additional areas of study being developed at the present time include vocational certificates in Network Administration: Linux and Internet Connectivity: Cisco (CCNA).

The college has responded by providing human and capital resources to support the demand for classes. Presently, the IT program boasts five full-time and twelve part-time faculty, four dedicated networking labs and a technical support staff. The entire faculty have recent related work experience as well as industry recognized certification in their areas of specialization. The labs are well equipped with the latest computing and networking hardware and software for demonstration and hands-on project work accommodating up to twenty students per lab.

Because of the strong support offered to educational institutions by the major suppliers of network operating systems (NOS), JCCC has entered into partnerships with Microsoft as an Authorized Academic Training Partner (AATP) and Cisco Systems, Inc. as a Local Cisco Networking Academy. As a result of these partnerships, students are assured of receiving timely and up-to-date instruction, faculty have access to the most current training and technical materials and curriculum relevance is assured.

Students served by the IT program run the gamut: eighteen-year-olds right out of high school, middle-age career changers, and people already in the field looking to upgrade their skills, both men and women. The typical student, if there is one in information technology, is 35 years old, working in an unrelated job, supporting a family while taking classes part-time.

Job opportunities abound for graduates of the IT program. Many students are finding IT related employment after only two semesters of study, before even completing their degree. Companies large and small are hiring for their IT departments with starting salaries ranging from $34,000 to $40,000 per year. After one year of employment, some graduates are earning as much as $50,000 per year.

Johnson County Community College Paralegal Program

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The Johnson County Community College Paralegal Program successfully trains its students to enter the workforce. The instructors firmly believe if the graduates cannot "hit the ground running" at their first job, the program needs to be revamped. In order to accomplish this workplace readiness, the program concentrates on three areas: (a) Vocationally relevant instruction; (b) Business/industry training; and (c) Business/industry partnerships.

The Johnson County Community College Paralegal Program is a 33 credit-hour certificate program. The student is required to complete 30 hours of paralegal credits and one three-hour computer software requirement. If the student has not finished his/her associate of arts degree when he/she begins the program, the individual must take the necessary general education hours in order to complete the requirements for an associate of arts degree.

The 30 hours of paralegal credits are divided into prerequisite courses, required courses, and elective courses. The two prerequisite courses consist of a one credit-hour course, Paralegal Studies, and a three credit-hour course, Introduction to Law. Before a student can apply for this selective admission program, which is approved by the American Bar Association, he/she must be taking or have completed these two important courses. Once a student is admitted into the program, each takes four fundamental courses: Legal Research; Civil Litigation; Legal Writing; and Legal Ethics, Interviewing and Investigation. For the final twelve hours of paralegal classes, each student may choose from a number of elective courses. A few of these practical courses are Employment Law, Real Estate Law, Bankruptcy Law, and Workers' Compensation Law.

One of the critical challenges of each paralegal professor, who is either a practicing attorney or paralegal, is to guarantee that the course content consists of vocationally relevant instruction. The instructors teach basic legal principles and practical applications of substantive law by addressing three questions with their students: the what of law, the why of law, and the how of law.

An example of how this substantive and procedural classroom approach is implemented can be seen by analyzing how a Family Law professor would approach the topic of adoption. Besides mastering the fundamental principles underlying adoption and identifying the key Kansas/Missouri adoption statutes, the students would be required to successfully draft the necessary court documents, including the pleading papers, an adopting decree, and a certificate for adoption.

Paralegal teachers keep their courses vocationally relevant by frequent evaluation of the curriculum by internal and external methods. Johnson County Community College undertakes a helpful five-year evaluation of all vocational programs. Furthermore, each student is asked to anonymously evaluate each course/teacher at the conclusion of each semester.

Outside accreditation agencies, namely the North Central Association of Colleges and Schools, the American Bar Association, and the Association of Collegiate Business Schools and Programs, are other important means of encouraging vocational relevance in the paralegal program. As a result of these self-study aspects of the paralegal program, several courses have been added to the paralegal curriculum. The "graying of America" and the legal ramifications of this phenomenon have resulted in the creation of an Elder Law class. During this course, the students study financial and estate planning, health care, personal planning and protection, taxation, housing, and other legal matters affecting the elderly. Another recent course addition, Alternative Dispute Resolution, reflects another change within the legal field. Due to the expense, time and public nature of litigation, individuals are demanding to settle legal disputes in the alternative methods of mediation, arbitration, or some combination of these two methods.

Technology is having a significant impact on the legal profession. All paralegal students are required to successfully complete a basic three credit-hour computer course, which introduces the individuals to word processing, spreadsheets and databases. Students are also encouraged to take two other elective computer courses, Computer Applications in the Law Office, and Computer-Assisted Legal Research. Upon successful completion of the Computer Applications course, students master time keeping and billing, docket and litigation management, and selection of specialized application software for use in particular specialty areas. In the Computer-Assisted Legal Research class, the students develop extensive and valuable electronic research skills by use of different legal databases and employment of the Internet for expansion of legal research capabilities.

To assure that solid business training is incorporated into the Johnson County Community College Paralegal Program, attorney and paralegal guest speakers often share their expertise in various classes. Students frequently interview and shadow working paralegals as valuable ways to gain first-hand knowledge of the legal profession. Students may also profit from doing internships during their paralegal training. The basic requirement of this valuable experience is for the student intern to complete 240 hours of pertinent law-related work at a law firm during a semester.

Many partnerships have been forged between the paralegal program and the legal community. The instructors are all members of professional organizations and encourage the students to become involved with one or more of the three strong paralegal organizations in the Kansas City area: Kansas Paralegal Association, Kansas City Paralegal Association, and the Kansas Association of Legal Assistants. These organizations sponsor numerous opportunities for continuing education for paralegal students and graduates at lunch meetings and conferences.

Members of these three paralegal organizations and other practicing attorneys and paralegals serve eagerly on the Johnson County Community College Paralegal Advisory Board, which meets several times a year. These get-togethers are extremely valuable in providing the paralegal program with first-hand information on what is currently happening in the legal arena.

Another impressive and loyal partner of the paralegal program is the Johnson County Community College Paralegal Alumni Club. By raising money for bi-annual student scholarships, these proud graduates make significant contributions to the program. The Alumni Club also publishes a quarterly newsletter, which is mailed to the over 1,000 JCCC paralegal graduates.

These graduates, as well as employers of the graduates, give valuable feedback on the effectiveness of the paralegal program by use of follow-up surveys, which are coordinated by the JCCC Institutional Research Department. The employers are asked to comment on the quality of their employee's work, their communications and interpersonal skills, their job-related technical knowledge, their job-related conceptual knowledge, and other areas. The graduates are also asked to comment on the effectiveness of the paralegal program and how it is impacting their legal work.

Johnson County Community College Paralegal Program believes that it qualifies for a prestigious NCIA award. The program continues to fulfill its mission of educating students for the workforce by having vocationally relevant instruction, incorporating worthwhile business/industry training, and continuing to be assisted by strong business/industry partnerships.

Railroading in the Future

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In 1986, the Burlington Northern Railroad (BN) and Johnson County Community College (JCCC) entered into an educational operating contract to build, maintain and instruct students from both organizations in the Industrial Technical Center (ITC) at Overland Park, KS. In recognition of the benefits to both parties, JCCC and BN agreed to share initial and ongoing expenses according to each organization's use of the facility and to provide services to each other at their actual cost.

This corporate partnership, now the Burlington Northern Santa Fe Railroad (BNSF) and JCCC has flourished. The demand for "highly skilled" employees has grown into the development of the BNSF Technical Training Center (for BNSF employees) and The National Academy of Railroad Sciences (to train entry level candidates for the railroad industry). This program has national implications, because people seeking employment with any railroad can come to train at the Center.

BNSF employees from across the nation come to the BNSF Technical Training Center for their "craft specific" training. JCCC has a selective admissions process to screen "qualified" personnel for entry into The National Academy of Railroad Sciences. An Associate of Science degree may be obtained as well as entry into the workforce through the six-week "fast-track" program as a conductor, with future potential promotion to locomotive engineer. First year salary ranges from thirty to sixty thousand dollars.

To respond to the national demand for railroad employees, a Railroad Educators Training Association (RETA) was formed with over twenty community colleges participating nation-wide. People interested in railroading will take the general railroading courses offered at the twenty area community colleges. If interested in securing employment with the industry, they will then come to The National Academy of Railroad Sciences for more training and to be recruited by the nation's railroads.

The demand for "new hires" has become great because the railroad industry is becoming an "aged" society. Many railroaders are now retiring.

This is a community-based program. Hundreds of railroaders are trained annually. They receive "state-of-the-art" training, reside in our community for weeks of training, stay in our hotels, and generally spend money in the community. This has been and will continue to be a "win-win" scenario for the community, JCCC, BNSF and the railroad industry nation-wide.

The JCCC-Harding Glass Partnership

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In October of 1997, Harding Glass Corporation approached the Automotive Technology Program requesting a course be developed on the characteristics, installation, and servicing of automotive glass. After several meetings with Harding Glass, a course (AUTO 122, Introduction to Automotive Glass) was developed. Harding Glass assisted in the development of, and concurred with, the course outline and competencies.

This course fills a need for training in the area of automotive glass. Harding Glass agreed to send its new employees through the course and the course will expose Auto Tech students to the nuances of installing and adjusting auto glass. Harding Glass Corporation is providing tools, equipment, and supplies. Approximately $2,000 in tools and $2,500 in glass has already been donated.

The first auto glass course was offered in fall semester 1998 with an enrollment of 9. Spring semester of 1999 had an enrollment of 13, and there are 17 students enrolled in fall semester 1999.

In March of 1999, Auto Glass & Tint Shop of Kansas City, visited the Industrial Technology office. They had heard about our course in auto glass and offered to assist in finding students, speaking to classes, and opening their facilities to field trips. They were eager to assist us, looking for graduates from JCCC to fill their growth needs in personnel.

Harding Glass came to us requesting this course be developed rather than develop and deliver it themselves. Once developed, there is evidence of strong support by the student numbers and the donations to the school by the industry. We believe the line between what is "automotive technology" and what is "automotive collision repair" is not well defined. For example, most automotive repair service technicians in franchise dealerships and many independent repair shops are expected to repair "wind noise and water leaks" in vehicles. This is not done in the body shop, but in the mechanical service departments. The knowledge gained in this course will better prepare service technicians to efficiently perform these repairs. Also, having this kind of training will allow the graduates of the program more flexibility, in the type of work environment they select and in the pay they receive. The ability to perform these automotive glass tasks "in-house" instead of "sub-letting" will make the repair shop more money, ultimately making the graduate more money.

This semester, discussions have taken place to pursue the possibility of a vocational certificate in auto glass. Courses that might be included are some introductory automotive classes, the glass class, business math, technical writing, workplace skills, and introduction to supervision. Harding Glass is also interested in interviewing our AAS automotive technology graduates, especially those who have taken the auto glass class as an elective, for positions in their corporate offices. Finally, the company is defining a scholarship program whereby entry-level installers and corporate management-trainees would be enticed into our program through the availability of scholarships. They are willing to commit their time and money to the success of this endeavor. This partnership is definitely a "win-win-win" situation, for the students, the company, and JCCC.

Preparing the Workforce for the New Millennium

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To meet the challenges of building a workforce for the new millennium, John A. Logan College created the Workforce Development and Community Education (WDCE) department in March 1998. The Workforce Development and Community Education department was formed by consolidating several existing units of instructional and support programs. These programs included Corporate Education, Adult Education/Literacy, Continuing Education, and other employment and training programs found within the College's Illinois Employment and Training Center (IETC). By combining these programs and their resources into a single department, the College is able to offer a myriad number of services for a common goal of preparing the citizens of the College district for jobs in the 21st century. Following is a breakdown of the units found within the umbrella of the WDCE.

The Corporate Education unit works with employers to plan and coordinate conferences, seminars, and workshops related to workforce training. The Corporate Education unit is capable of delivering "customized" training to area employers and their employees in the following areas: computer training; management and supervisory courses; work place skill courses; health care courses; industrial courses; occupational health and safety training; tractor/trailer driver training; student intern opportunities; ACT Work Keys assessment; and government contract procurement technical assistance.

The Adult Education/Literacy unit works with learners, community organizations, elementary and secondary school districts and business partners to address the basic educational needs of adults in the College district. The programs work with adults with diverse abilities, ranging from non-readers to those adults ready to pass the GED exam or gain an alternative high school diploma. Adult Basic Education, GED, high school credits, the Illinois and U.S. Constitution, Life Skills, English as a Second Language, short-term vocational training, and family and volunteer literacy activities provide well-rounded offerings to serve the varied needs of the community. The unit also provides career development and job preparation utilizing career and job preparation software, a career library including videos, Work Keys preparation, and access to job information on the Internet.

The Continuing Education unit offers members of the community a variety of occupational classes to upgrade existing job skills, to learn new job skills, or to earn Continuing Education Units (CEUs) for professional development. The Continuing Education unit through the American Heart Association (AHA) also provides a variety of health care courses to the general public and health care professionals.

The IETC encompasses independent organizations that have joined together to provide an array of employment and training programs that are responsive to the needs of individuals, employers, students, schools, and other community organizations. Training includes job training and retraining, job readiness skills, job referral and placement, vocational testing, interest assessments, and prescreening of job applicants. The IETC contains considerable resources to enable employers and workers to meet the challenges of today's job market. The center provides a wide range of professional personnel services for employers and career assistance/job search services to job seekers at no cost.

The WDCE department is aided in its workforce preparation efforts through collaboration with other instructional and support programs located within the College. Additional support is provided through the Child Care Resource and Referral program, the Education-to-Careers grant, and Perkins III. The WDCE staff works closely with the College's business and applied technology departments and the health and public service department in planning instructional programs to offer to employers and the general public.

Services are provided by the WDCE department on the College campus in Carterville, at the College's extensions centers in West Frankfort and Du Quoin, at the Family Learning Center in Marion, at the employer's place of business, elementary and secondary school districts, and in facilities provided by various community organizations. The additional training rooms, computer labs, conference rooms, and office space that are being made available with the completion of the College's $16 million expansion project also enhance the workforce preparation services being provided to the job-seekers and employers of the College district.

Since its inception, WDCE has been extremely successful. In its most recent full year of operation, the WDCE was responsible for serving 14,000 students and generating 18,000 credit hours. The 18,000 credit hours represented 17 percent of the total credit hours generated by the College that enrolls approximately 5,000 students annually in Baccalaureate-Transfer and Career Education curricula.

In addition to the quantity of work produced in the WDCE, the quality of services provided is also exemplary. The U.S. Department of Labor and the American Association of Community Colleges chose the department's "Career Journey" for the 1998 Workforce Development Award. Despite being located in rural southern Illinois, the WDCE's Procurement Technical Assistance Center (PTAC) was rated as the top program in the State of Illinois for assisting businesses in landing government contracts in the amount of $67,926,740.

A successful workforce initiative, such as the one at John A. Logan College, can be easily replicated because all the elements necessary for workforce development are present on community college campuses. The colleges need only be creative with their organizational structure.

JOBS Project

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The JOBS Project endeavors to support economic development in the district John Wood Community College serves by addressing the needs of both individuals and business—the need of individuals to earn a living wage and the need of employers for employees who are job ready. In its first year the JOBS Project has demonstrated a record of success for serving "high risk" individuals who face multiple barriers to employment, offering an effective model for short term vocational training to adults who need a "hands-on" approach to learning with direct connections to jobs. Affiliation with two of the premier employers in the tri-state region, The Knapheide Manufacturing Company for training of welders, and with Blessing Hospital for on-the-job lessons in institutional housekeeping and dietary work, has resulted in rewarding employment for graduates. By linking support services, curriculum development and instruction with specific employers, the program endeavors to serve the unemployed and underemployed, including the working poor, by providing "just-in-time training" for entry-level employment in specific industries.

Despite the strong economy and low unemployment, it is not easy for everyone to find a job that pays a living wage with benefits. This is especially true if you have no or low skills, are a single mother, a dislocated worker, have been convicted of a felony, and are homeless, have no transportation, or have a disability. Adults who have never worked before or have only held no-skilled/low-skilled jobs often need intensive education/training and support to even stand a chance of getting employed at above-minimum wage jobs with benefits. We also believe there is a population who needs an alternative to traditional learning training systems. Since the spring of 1998, we have continually surveyed representatives of our community and area employers to determine what entry-level jobs are in demand and with which employers. We target employers looking to meet long-term employment needs and who want employees who won't be satisfied with remaining entry-level. We maintain flexibility in what areas to offer training as well as fine-tuning and making necessary changes and additions to programs to meet the employment needs of the targeted employers. Once enrolled in a program, students invest in classes several days per week to master job-specific skills, develop academic strengths as needed on the job, and take part in a job skill course for management of their career growth. This part-time program varies from 9-20 hours weekly for 12 weeks with options for daytime or evening attendance allowing even those currently employed to participate.

The JOBS Project was piloted in the fall of 1998 to train welders in a partnership with The Knapheide Manufacturing Company. In cooperation and collaboration with Blessing Hospital, the JOBS Project has since expanded to the areas of institutional housekeeping and food and nutrition services. Programs in the above occupational areas are currently in progress, with sessions planned for spring of 2000 in existing occupational areas and the addition of the social service aid area in partnership with Transitions of Western Illinois and Chaddock, two area social service agencies. The JOBS Project continues to refine, enhance, and expand in order to create a model that serves a wider group of employers and potential employees. A human development-centered program is devoted to individual and small group activities focusing on self-discovery, self-efficacy, and self-direction with awareness of vocational options, expectations and strategies for success in the workplace. Counselors and instructors offer support and material resources for exploring, applying, and adjusting both personal and vocational development. At every stage, we attempt to incorporate success strategies essential to not simply getting individuals jobs, but retaining employment in the field in which we trained them.

Since it began, the program has interviewed over 300 individuals to fill 50 enrollment openings. Sixteen percent of the individuals had past felony convictions, 10% were individuals with disabilities, and half of the women participants were receiving cash assistance. All participants possessed low or no vocational skills. In the short time since the beginning of JOBS Project, our completion rate is 82% and placement rate for completers is 69%, with 75% of those placed for over 90 days having retained employment. Success rates have steadily improved with each session. *Please note that the JOBS Project is young and 13 individuals who have recently completed training, and have been placed in employment in the area in which they were trained, have yet to complete 90 days. Placement data is limited to those completers whose circumstances were changed as a result of the program. In other words, the success rate is based on those individuals who have completed the program and were placed in a job as a result of the JOBS Project training.* Not included are job placements by individuals who did not complete, who were already employed in the industry but did not advance, or for the one individual already employed but who participated in the program at the request of the employer/partner.

The JOBS Project is a multi-funded venture supported by workforce development grants from the Illinois Community College Board, including the Advancing Opportunities, a grant partnership between the Illinois Department of Human Services and ICCB, for those students who are receiving TANF cash assistance, and the JET grant, a partnership between JTPA and ICCB, for those students who are JTPA eligible. Other students are funded through additional ICCB grants, and matching institutional funding. Knapheide and Blessing both provide on-site training and materials, which saves the program facility and instructional materials costs, and also provide countless hours of loaned executives and supervisors in the continued development and implementation of the program. These grants allow for assistance in such areas as training uniforms, medical assistance, and transportation, and assistance is augmented by community agencies, both private and public.

Our model for entry-level workforce development is based on a basic premise: Expression of respect for and belief in the individual contributes significantly to human development. Through offering vocational options, instruction, information, and support, we hope to promote the kind of long-term success that is reflected in job performance, satisfaction and retention.

Aircraft Structures Training Partnership

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Lake City Community College, Lake City, FL has developed a training program and partnership with Timco, Lake City, FL. Timco is one of less than a half dozen organizations across the nation that provide maintenance services for fleets of aircraft. Within the industry a national shortage of aircraft structural mechanics exists. To minimize the effect of this shortage on Timco's organization, Lake City Community College and Timco have developed a training partnership. Previously, the company attempted to address this need by developing a training program at their parent organization location in Greensboro, NC. Although successful in training adequate numbers for their local site, this effort is insufficient to provide qualified staff to other sites.

Lake City Community College and Timco have developed a program which provides 400 hours of skilled training in aircraft structure mechanics over 10 weeks. The effort exemplifies a true partnership between the two organizations:

Lake City Community College

- Provides all instruction using qualified instructors, at a projected student/teacher ratio of 1:12 or less.
- Provides use of instructional facilities in the form of the college sheet metal lab and attending classroom.
- Maintains training records of all enrolled students.
- Issues certificates of completion.
- Administers a course evaluation for participant input.

Timco

- Pays costs connected with the program, as projected on the attached budget.
- Provides all consumable and non-consumable instructional supplies.
- Recruits and recommends class participants.

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- Provides instructional materials necessary for successful course operation.
- Provides training stipends of $7/hr to successful class participants.
- Designates an in-house coordinator for program coordination.
- Enables workplace observation opportunities.
- Provides a co-op work experience for each student.
- Provides semi-annual follow-up reports on student employment status for required college reporting.

The company recruits from the local community. To assist in the process the College provides testing services to- demonstrate command of basic skills. Those selected must carn a 12.9 in the three areas tested; math, reading and writing and agree to drug testing.

The training consists of classroom instruction, lab instruction and two weeks of cooperative work experience. The student-instructor ratio is 1:12. The Company provides all materials and supplies, recently providing a section of fuselage for student study. Students purchase their own set of tools through a company program that deducts the cost of the tools at $5 a week after employment.

The College serves a district that is among the poorest in the state. As a result, persons interested in participating in the training are often economically unable to commit to 10 weeks without income. To respond to this concern and enable the best pool of candidates the company provides an income to everyone participating. While in training, students are paid a stipend of $7 per hour, a total of $2800 over the ten-week period.

The College has assisted the Company in applying to the State for economic development funds. Through this effort, over $183,000 will be available to the company to develop the local workforce. Most of this funding supports the cost of instruction, classroom materials and curriculum development. All funds are tied to job creation. Over the period of the funding the Company plans to add 394 jobs paying over $8 per hour.

Since January 1999 Lake City Community College has trained 93 students. Over the training, an average of 18 students per class have successfully completed the coursework, all of whom have been employed by the company, with a starting pay of up to $9 per hour. The College and company have recently agreed to train 192 additional students over the next eighteen months, expanding the program to involve day and evening classes.

Timco has been extremely pleased with the result of this effort. They have brought representatives from two other colleges to visit our program with the hope to develop similar partnerships in other locales. The opportunity for replication is available and desired.

Lansing County Pilot Electrical Technology Program

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Global competition and rapid technological innovation are changing the American economy and reorganizing the workforce. In the twenty-first century marketplace, successful companies need employees who are versatile, agile, and prepared to compete with a wider range of skills and a higher level of expertise than ever before. They also need training that is flexible, convenient, "just-in-time" and customized to their work environment.

In one mid-Michigan community, the need for flexible training to prepare workers for high-tech, high-wage, high-demand jobs is greater than ever before. Livingston County lies mid-way between Michigan's capitol, Lansing, and Detroit, two of the nation's top automobile-producing cities. Interstate 96 connects these industrial giants, and runs through Fowlerville, Howell, Brighton and other Livingston County towns where automobile suppliers in the business of plastics manufacturing, metal stamping, paint coatings and precision machining are locating by the dozen. Livingston County is the sixteenth largest, and fastest growing, county in the state of Michigan, and with no end to the growth in sight, the business community is seeking more and better ways to prepare its workforce for the boom years ahead.

Lansing Community College has responded to these needs with an innovative, experimental new program designed to offer maximum training flexibility to companies and their employees. The *Pilot Electrical Technology Program* in Livingston County is an exploratory partnership between Lansing Community College, the Livingston County Workforce Development Council, and a consortium of manufacturing employers. Driven by the needs of business and industry and managed by a joint oversight committee consisting of manufacturing company representatives, intermediate school district personnel, workforce and economic development professionals, and LCC staff, the program aims to provide training in one high-demand area—electrical skills in a manufacturing environment—with a company-friendly approach.

During the summer of 1999, the program's joint oversight committee purchased, equipped and located a portable classroom on the grounds of LCC's Livingston County Center, a small satellite campus the college has been operating for three years. Then, in September, the *Pilot Electrical Technology Program* began offering training in an "open-entry/open-exit," modularized, competency-based format. There are no scheduled meeting times for "classes" and no "semesters." Registration and self-paced training can start any time of year, any day of the week. The lab/classroom is continuously staffed for thirty-six hours each week on a staggered morning/evening schedule to fit the needs of workers on both day and night shifts.

Training in specific, job-related skills occurs in "modules," units of instruction that may be only a few hours or a few days long. These short courses allow companies to select specific training for their employees, and the students, most of whom fit the profile of "non-traditional" learners and have struggled with training and education in the past, feel an immediate and greater sense of accomplishment upon completion of a module. As one student joyously indicated to a faculty trainer when he was handed a letter of completion, "It's like I won a prize!" To further assist students in this non-traditional environment, each module addresses multiple learning styles and provides college credit toward certificates and degrees.

An additional benefit to sponsoring companies is the guarantee of skill competencies built into the new system. Students in M-TEC modules will achieve 90% or higher on all written tests and skill demonstrations. Grades aren't assigned, and modules aren't complete, until skills are mastered. In the open-entry/open-exit environment, students can train and re-train in modules as often as necessary to achieve and maintain skill competencies.

The *Pilot Electrical Technology Program* in Livingston County has been greeted enthusiastically by employers, students, and the educational community, all of whom see great potential for expanding this training opportunity into other curriculum areas. The state of Michigan agrees, and in the fall of 1999 awarded LCC $4.5 million to build a Michigan Technical Education Center (M-TEC) in Howell. The Livingston County M-TEC will be one of sixteen planned training centers around the state, and will offer a curriculum based on the current training needs of business and industry. In the fall of 2001, when the M-TEC opens, the modular courses in the *Pilot Electrical Program* will join similar units of instruction in manufacturing skills like Welding, Machine Tools, Hydraulics/Pneumatics and Plastics; construction trades skills such as Carpentry, Masonry and Plumbing; and Information Technology courses ranging from basic software applications to training for network administrators. This exciting new venture is one more way that LCC is serving the learning needs of a changing community.

Building Success Through Comprehensive Partnerships

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McHenry County College's Center for Commerce & Economic Development (CCED) is dedicated to enhancing the economic well-being of the people of McHenry County College District by providing leadership and collaboration in support of business, community, and workforce development. Current and potential business people in McHenry County need look no further than their own neighborhood for a well-established provider of innovative, high quality, affordable training and business services. The CCED, headed by Dean Susan Van Weelden, is made up of five full time employees and seven part time employees. Employees of the CCED understand that the key to success is in building and maintaining effective relationships, which benefit all parties involved. The five components of the CCED are the Contract Training Center, Small Business Development Center, Workshop & Seminar Program, Manufacturing Extension Program, and Special Projects in Workforce and Economic Development.

The Contract Training Center works with area businesses providing comprehensive needs assessments, customized training programs and grant fund assistance. Training Specialists meet personally with area businesses to determine needs and provide training solutions. They carefully prescreen and hire trainers who are professionals in their field and use proven skill-based programs that consistently exceed the expectations of McHenry County businesses and their employees. Through partnerships with vendors such as Achieve Global, Paradigm Learning, Manpower, Richard Chang and others, the CCED is able to provide cutting edge, high quality training at affordable rates. All classes can be held onsite, flexibly scheduled to minimize loss of productivity and customized to the businesses served. The CCED obtains grant funds through the Illinois Department of Commerce and Community Affairs and offers these funds to business clients, reducing their training costs by 50%. In the last fiscal year, 53 area businesses and 4771 individuals received training though CCED's Contract Training Center.

The Small Business Development Center (SBDC) provides one-on-one counseling for self-employed entrepreneurs, owners and managers of business up to 500 employees. Small business owners receive assistance on developing a business plan and obtaining federal and state business loans. Seminars taught by professional consultants on all aspects of starting, financing, managing and promoting a small business are held throughout the year. Assistance is free of charge through a partnership between the U.S. Small Business Administration, the Illinois Department of Commerce and Community Affairs, and McHenry County College. The CCED also offers a Procurement Tech Assistance Center (PTAC) and International Trade Center (ITC) which is available to assist businesses in procuring government contracts and provides assistance on exporting procedures. In the last fiscal year, 236 clients received SBDC counseling and 401 individuals attended the SBDC workshops and seminars. One-hundred and seventeen clients received PTAC and ITC counseling.

The Workshop and Seminar Program offers a variety of business workshops, seminars and teleconferences held on campus and available to the public. The coordinator of this program works closely with area businesses to remain aware of business needs and reacts quickly to provide for those needs. Since many of the courses offered are similar to onsite courses, this program allows smaller companies, which are too small to hold on-site training, an opportunity to train employees. Larger companies use these seminars and workshops to bring new employees up to date with peers who participated in onsite training programs. A newsletter is mailed out to area businesses five times a year listing CCED services as well as course dates and times. In the last fiscal year, 190 businesses and 2157 individuals participated in CCED's Workshop and Seminar Program.

The Manufacturing Extension Program (MEP) is available to micro-businesses (25 employees or less). This program offers a unique service as a central point of contact to identify and coordinate resources for manufacturing areas such as safety, environmental, business development, marketing, computer support, website designs and training. The MEP utilizes McHenry County College resources as well as many partner organizations such as the Procurement Technical Assistance Center, university and research labs, the Illinois Community College System, private consultants, a network of vendor partnerships, McHenry County International Group and other community colleges through the Fox Valley Educational Alliance. Support is provided with Benchmarking, ISO/QS 9000 implementation, assessment and training, continuous Improvement, problem solving and obtaining grants. Although MEP is a new addition to the CCED, 52 clients utilized these services in the last fiscal year.

The Special Projects In Workforce & Economic Development component of the CCED forms partnerships and alliances to support McHenry County businesses and coordinates economic/workforce development projects and numerous retention/expansion initiatives. To provide customers with the best business practices, employees of the CCED maintain membership in and network with many organizations such as local economic development councils, training organizations and local chambers of commerce. Dean Susan Van Weelden, serves on the McHenry County Industrial Executive Board, the McHenry County Economic Development Corporation Board of Directors, Executive Committee, and is Chair to the Retention/Expansion Committee. The CCED's full-time Training Specialist serves as the ACT WorkKeys Project Coordinator. This project is sponsored by MCEDC and McHenry County College's CCED. The project involves 30 businesses, the Illinois Employment Training Center, a homeless shelter, 8 area high schools, the Illinois Dept of Human Services local office and other organizations utilizing ACT's WorkKeys System to assess and enhance workplace skills. In the last fiscal year, 1305 ACT WorkKeys Assessment tests were administered. This project received a Welfare to Work Award from the Illinois Department of Human Services.

Over the past 12 years, the CCED has evolved into a "one stop shop" for McHenry County businesses providing valuable resources to develop a productive, educated and highly competent workforce. The Center is well known in the business community as a reliable, superior business partner. The contributions of the CCED enhance McHenry County College as well as the economic climate of the area. In the last fiscal year, the CCED provided services to approximately 600 business and 8000 individuals. The CCED generated substantial revenues (through training) for McHenry County College and brought over $500,000 in grant funds and grant funded assistance to area businesses.

Runway to Success

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The "Runway to Success" program was designed to test the viability of moving welfare participants and other unemployed individuals into entry-level positions in the airline industry. The 10-week job training program was developed through a partnership between American Airlines, the Chicago Jobs Council (CJC) and Malcolm X College and receives primary funding support from the Illinois Department of Human Services' Advancing Opportunities Program.

The 10-week training program was specifically designed to improve students' ability to obtain and retain entry-level airline industry positions, specifically at American Airlines. The students receive assistance through the state's welfare program, Temporary Assistance to Needy Families (TANF) and live in the City of Chicago. The program assists in meeting the need to improve employment opportunities for welfare participants and other low-income job seekers.

In order to participate in "Runway to Success", each applicant must meet a set of eligibility requirements (some of which were determined by airline industry regulations) developed by the program partners. These include:

- 18 years of age or older
- High School Diploma or GED

- Have a valid driver's license
- Can pass a drug test
- Can legally work in the United States
- Can work rotating shifts, nights, weekends/holidays
- Eighth grade reading level
- Cannot have been convicted of any felony in the last ten years

The students enrolled in the program receive supportive services through the welfare-to-work program of the Illinois Department of Human Services' Advancing Opportunities Program. The Advancing Opportunities Program is designed to help people leave public aid by providing them a career choice through education and training programs.

Advancing Opportunities helps students by offering child care referrals, paying transportation expenses, while enrolled in City Colleges of Chicago; students are also given assistance in pay for necessary book fees, uniforms, and other items.. The program supports students as they make the transition from welfare dependency to self-sufficiency through education-based mentoring. The mentoring includes career guidance, job placement and social service assistance and is designed to foster empowerment and self-esteem in order to help students establish and achieve their goals of securing employment.

While enrolled in the program, the students participate in supervised internships at American Airlines each Friday of the program (Weeks 3-10). American Airline staff attend on-campuses training classes to present airline industry codes and guidelines that are related to airline industry positions. At the end of the 10-week training program, the program completers interview for entry-level positions (ramp services, ticket agents, etc.) at American Airlines. The program has maintained an overall completion rate of 85 percent and all program completers have been offered positions. As December 1999, a total of 30 students have completed the program with a current employment retention rate of over 90 percent.

Computers for Schools Enterprise Program

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Introduction

The Computers for Schools Enterprise Program was created by the School of Design Technology at Miami-Dade Community College to train students studying Microcomputer Service and Maintenance in the technical as well as professional aspects of the computer construction and repair industry. The Program is located at a dedicated facility containing offices, computer workshops and storage, and is designed to provide an extracurricular complement to the microcomputer courses which form an integral part of the new Associate in Science degree in Computer Engineering Technology. The workshops allow students to apply and reinforce the knowledge and skills acquired in class while working in an enterprise environment. The practical training gives students confidence in their abilities when seeking employment and taking the computer industry's A+ Certification Examination.

The Program was funded by a Florida Department of Education grant, and operates in association with the Detwiler Foundation. The Program receives donations of used personal computers from business and individuals which students then disassemble, clean, repair, refurbish, upgrade, and remanufacture into Windows-based, multimedia Pentium computers. The computers are then sold to public schools in Miami-Dade County, Florida for $350 each and the funds are used to purchase additional components for upgrading other computers. The computers carry a one-year warranty and students provide telephone and Internet-based technical support.

Students provide the skilled labor for the production of remanufactured computers and also participate in business operations and management. The Program is financially self-supporting and has a part-time program coordinator who reports directly to the college-wide Director of the School of Design Technology. The Program provides an enterprise environment where students develop and refine their technical and professional skills for employment in the computer industry, while providing a source of inexpensive computers to schools in Southeast Florida.

The Program

Students enter the Program as trainees and participate in workshops where they are trained to perform five specific technical tasks: system building, software installation, component testing and reconditioning, diagnostics and troubleshooting, and refurbishing and upgrading. Each job category requires a minimum of ten hours of experience to attain competency, and students assist each other in acquiring basic job skills. Students who achieve proficiency become production team leaders and assist with training and managing team members. After completing all job categories, a student receives an Award of Completion documenting the student's participation and training in the Program.

Workshop sessions are organized so that students work in production teams and meet at specific times. Punctuality, preparedness and commitment to quality are emphasized. Teams rotate job categories so members can experience and develop each technical skill and are able to work on a variety of computer models. Production teams also provide a network of peers that encourage teamwork, quality control and high production values, and also promote continuity and consistency as the students progress through the Program. The sense of accomplishment, pride in workmanship and personal achievement are developed within teams and students naturally perform at a higher level.

Students log in donated computers, then disassemble, clean, test, and inventory the system components, and perform a low-level format on hard disk drives to remove all data left by donors. Thereafter, a student supervisor must determine whether to rebuild the computer or harvest the components. In remanufacturing a computer, the student replaces non-working or substandard components, upgrades the processor and mass storage devices, performs final diagnostics and a product "burn-in", and completes the documentation of the computer. Windows 95 is pre-installed and configured on each computer. Students maintain notes on each computer describing the computer and the components installed, including original documentation, a brief work history, and quality control checklists. Identification numbers are used to track products, including returns and warranty work, to determine and resolve problems with labor, production methods, and inventory.

Students may also participate in the business aspects of the Enterprise, where they learn how to manage and operate a computer manufacturing company. Students are involved in decision-making, problem solving, production design, and goals setting. Accounting, purchasing, bookkeeping, information management, marketing, sales, and inventory are handled by qualified students and overseen by the program coordinator. The variety of student background and work experience contributes to the enterprise culture and becomes an integral part of the learning process.

The Workshop Experience

The workshop is a combination workplace, classroom, computer club and coffeehouse. Students, and former student volunteers, each with different skills and experiences, work together and share their knowledge and expertise, thereby enhancing their abilities and understanding of microcomputers and the workplace. Students learn different methods of solving hardware and software problems from professors, technicians, hobbyists and other students in a conversational atmosphere without the formality of classrooms or vocational pressure. Students are able to work at their own pace and learn to work with others, experiment with different approaches and techniques, and develop their own professional style and confidence.

Vocational Advantage

Since the inauguration of the Program, more than 100 students have participated in the Program and over 200 computers have been rebuilt. The Program was developed at the Kendall Campus but attracts student volunteers from all College campuses and has doubled enrollment in microcomputer courses at the Homestead Campus. The dedicated facilities are currently being remodeled to increase the work area so more students can participate.

Not surprisingly, students in the Program perform better in class and enjoy higher success rates with the A+ Examination and obtaining jobs. Students also learn to appreciate performance-based goals and gain a valuable, working understanding of the computer industry. The Program follows the tradition of Miami-Dade Community College's well-established Electronics Engineering Technology Program which has been in existence for more than 30 years and has a job placement rate for program graduates which consistently exceeds 96%. The electronics and computer engineering programs are highly regarded and strongly supported by industry.

The Program can be adopted by other institutions that can provide basic facilities, arrange computer donations, organize student participation and obtain public school acceptance of their rebuilt computers. The Detwiler Foundation operates a nationwide, nonprofit program to assist in obtaining computer donations and providing the Windows operating system for the rebuilt computers. Students participating in the Program develop their technical skills in an enhanced educational environment while performing the altruistic work of building computers for schools.

The Computers for Schools Enterprise Program is an initiative designed to fulfill community needs by providing up to date computers to underprivileged schools and high quality, state-of-the-art training to computer engineering students. Students gain valuable vocational experience as apprentice technicians, and businesses receive well-trained and experienced graduates prepared to work in the computer industry. The Enterprise indeed addresses the core of the College's mission by ensuring that MDCC continues to meet its commitment to students while providing the community with the innovative educational support necessary to maintain a strong technically trained workforce that is vital to the well-being of our economy.

Software Technical Writing: A Mid-career & Career Transition Initiative

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The mission of the Software Technical Writing Program (STWP) at Middlesex Community College is to prepare the next generation of software technical writers through rigorous industry-designed training. STWP was originally designed in cooperation with the Massachusetts High Technology Council and funded by the State Department of Occupational Education to retrain adults to become systems software technical writers. This nationally recognized program, which has maintained a near 100% placement rate, has since become self-supporting. The Program began in 1981 as a unique response to a State fiscal reform program, which resulted in substantial numbers of teachers losing their jobs. Industry and higher education forged a unique partnership in the development of this model program which has provided new careers for over three-hundred fifty individuals and become a proven source of quality trained writers for industry. In May 1983, the program was nominated by the U.S. Department of Education for the "Secretary's Award for the Most Outstanding Vocational Program" of the year. The Software Technical Writing Program celebrated the graduation of its twentieth class in May of 1999.

The student population served by the STWP consists of adult career changers who have an aptitude and enthusiasm for computer technology. Most STWP students have spent many years (usually ten or more) in other industries and want to enter the software industry. This student population is unique to MCC in that they already have Bachelor's Degrees (and often Master's and Doctoral degrees). They attend the STWP for an intensive 420 hours of training. A comprehensive placement component plus the training provide the skills and knowledge required to enter the software technical writing field with relative ease.

The curriculum consists of three modules: computer programming, technical writing and professional skills. Two modules, computer programming and technical writing, are run simultaneously as discrete units for the entire eight months of the program. Each module contains two hundred hours of instruction. In the computer programming module, students learn computer architecture, operating systems and software programming. The major project for this module is a working C program consisting of at least 200 lines of code. The technical writing module provides instruction on understanding the field of technical writing, the role of a technical writer in a software company, the software project cycle, the fundamentals of solid procedural writing and tools such as Adobe Framemaker and Robohelp. The second half of this module is devoted to producing a full-scale software manual that meets industry standards. Students' major projects and other samples of work are collected in a portfolio that is then sent to companies during the placement process. An additional professional skills module consists of twenty hours of instruction in topics such as resume writing, interviewing, team dynamics and corporate culture. This module is incorporated into the technical writing module.

Software companies have been invested in the program since its origin. Documentation managers from Data General, Digital Equipment Corporation and Wang Laboratories designed the original curriculum to respond to the needs of industry. The industry continues to support the program in a number of ways:

- Providing an Advisory Board of documentation managers who work closely with the college faculty and staff to insure focus on the skills most valued in the industry today. The Advisory Board has always consisted of representatives from leading software firms in the Greater Boston region such as Data General, Digital Equipment Corporation, EMC Corporation, Bay Networks, Sun Microsystems, Avid Technology, Compaq Computer Systems, Fidelity Investments, and Nortel Networks. The advisory board is plays an integral role in keeping the STWP curriculum current by reviewing the curriculum annually. In collaboration with the faculty, modifications are made to reflect current trends in the industry. Advisory Board members also help college staff identify companies that should be represented on the board. This peer-to-peer recruitment strategy has proven to be successful over the years. The people who serve on the board are dedicated to maintaining the quality of their field and support the growth of future technical writers through their active support of the program.
- Several companies have donated thousands of dollars to reduce tuition costs and thousands more in equipment and teaching materials.
- Over one hundred companies have hired our graduates including those represented on the Advisory Board. Several companies provide speakers for the program and organize site visits to their facilities providing students with the opportunity to explore the corporate environment.
- Alumni continue to support the program by visiting the classroom as subject matter experts, participating in panel discussions, providing site visits to their companies, volunteering as e-mentors and hiring our graduates. Alumni are currently connected via an e-mail network, Alumnet. Alumnet is managed by alumni and consists of more than two hundred members. Alumnet mainly provides a forum for job placement and recruitment but is a valuable avenue for testing ideas and gathering opinions and perspectives that are useful for program improvement.

The Software Technical Writing Program has gained a national and international reputation for quality and success. Howard Foley, President of the Massachusetts High Technology Council has stated, "Middlesex Community College's Technical Writing program has gained a national reputation for being one of the most successful training programs of its kind." Documentation managers from as far away as California have come in search of the graduates as prospective employees. A study group of computer professionals from Japan in search of a model Technical Writing Program attended a full day of seminars at Middlesex Community College. Articles highlighting the program have appeared in national magazines and newspapers including *Byte*, *Computerworld* and the *Boston Globe*. The program's success has encouraged companies to confidently approach the College with new ideas for retraining programs. Middlesex Community College will continue to seek out opportunities to form partnerships with industry in serving the needs of the community and insuring a well-prepared workforce.

Test Engineering Industrial Training Project

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Through cooperative ventures with educational institutions, organizations are able to develop programs which provide training and education targeted for the enhancement of employee skills and focused toward the strategic goals and growth of the company. The Test Engineering Industrial Training Project, developed between Monroe Community College and a large, local automotive parts manufacturer, provides an excellent example of such an initiative. The project demonstrates how the corporate community and educational organizations, working together, can successfully tie instructional objectives and outcomes to a corporate strategic plan. The cooperative relationship lends itself to a quicker, more on-target solution for real training needs, which in turn allows the College to see greater success in providing a higher quality of training and education with measurable outcomes.

To provide some background, Monroe Community College is a large community college located the Rochester, New York metropolitan area. MCC is part of a statewide system of two-year institutions designed to provide technical, paraprofessional, and university-parallel education. Accredited by the Middle States Association of Colleges and Secondary Schools, Monroe Community College is primarily a teaching institution that has developed *Workforce Development* programs in response to the community's demands for extended educational opportunities beyond the traditional secondary school experience.

The benefits of custom tailoring training programs to meet corporate needs are many. Some of the benefits include optimizing corporate training efforts, maximizing employees' time, non-duplication of effort, lowering costs and in some circumstances achieving academic credit for skills learned. While approaches like this do not eliminate the need for companies to employ individuals in a training capacity, it does allow them to focus on determining training needs and developing strategies to implement the new skills learned when employees return to their work-site. This latter step is often missing in current training methods. By incorporating the implementation step, companies can optimize the return on the investment made in training employees.

The corporate client for this project is a worldwide leader in automotive components and systems technology, and a leading supplier in the automotive industry. The client's Test Engineering Center, located in Henrietta, NY, has been working closely with Monroe Community College to develop and implement technical training based on current and projected needs. All of the training programs provided are measured for outcomes. First, second and third-level post-training evaluation methods have been utilized and provide feedback of how the skills gained impact the given workload at the job-site. This feedback regularly includes comments such as "training performed will better enable me to work on algorithm projects with better understanding and insight" and "training provided will reduce time lost in redundant activities and increase the level of productivity in my area."

The growing success of this corporate training relationship did not happen overnight. The current programs reflect nearly six years of complicated development. College personnel have spent numerous hours becoming familiar with processes utilized by and observing jobs performed by the client. The corporate contacts within the client corporation have been extraordinarily helpful in defining to MCC the role of the Test Engineering Center within the corporation's larger framework, which helps the College more clearly identify its audience. These contacts have also served as conduit for providing guidance and creative criticism, for developed instructional material. The magnitude of hours initially invested into developing the relationship has become minimized with each additional success.

The Test Engineering Industrial Training Project for the 2000 training year includes six different training programs. The programs address a variety of different topics, including general safety and professional development. The training program titles are: Fundamentals of Internal Combustion, Advanced Automotive Engine Operation, Industrial Measurement, Introduction to Machine Shop Practices, Safety in the Machine Shop and High Pressure Line and Valve Safety. These training programs were developed specifically for the client to address changes in technology or changes in work habits. For instance, because the Test Engineering Center fabricates a large quantity of research and development models, changes in the fabrication process may dictate the skills required by engineering personnel. It was forecast during the last quarter of 1999 that machine shop fabrication skills were going to come into high demand during the 2000 calendar year. Therefore several programs have been introduced to ensure safety and maximize productivity in the fabrication areas.

There are several unique aspects of this project that make it an exemplary initiative. By helping the client focus resources and training on the internal activities that support corporate goals, the *net result of any training completed will be optimized.* As MCC focuses their energies on determining the training and education needs, the company continues to grow, prosper, and develop for the future. Additionally, *strategies for implementing new skills are developed* which become universal, or part of the corporate culture. As an educational institution, MCC is constantly improving its delivery of education, and developing new resources to assist in that delivery. This awareness of the existing and developing resources can *reduce the lead-time needed to begin a program, enhance the quality of the total program, and avoid pitfalls in delivery.* Through this collaboration the experience gained *reduces the duplication of existing resources* within the client's organization, and throughout the community.

Corporations and educational institutions alike have to think differently about their roles in maintaining a highly educated and well-trained workforce. Leaving old paradigms behind to forge new alliances and mechanisms for coordinating and delivering new skills to employees is important for the success of both organizations. Also, classroom training with no plan for implementation and no follow-up from the company training department will no longer meet the company objectives. The correlation between new skills and the work they are designed to serve is imperative. The Test Engineering Industrial Training Project is a successful example of this theory put to work, and serves as a model for productive collaborations between corporate and educational organizations.

Community College STW Consortium
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Narrative

Moraine Valley Community College, Palos Hills, Illinois, has taken the lead in assisting United Parcel Service (UPS) to extend its commitment to workforce development. For years UPS has offered its employees tuition programs to encourage their college enrollment. Now, with Moraine Valley as a key partner, UPS has been able to reach into the high schools to attract hundreds of students to both work and school, assisting each in the pursuit of a college degree.

The Community College Education-to-Careers Consortium was established when UPS brought together representatives of both high schools and community colleges from Chicago and its surrounding communities. With its largest worldwide facility ready to open in suburban Hodgkins, and with its record of assisting employees with college tuition, UPS set in motion a plan to offer part-time employment to high school seniors. UPS worked with representatives of Moraine Valley and its partner colleges to devise a series of courses that would be honored at the local community college or are transferable to four-year colleges and universities. UPS knew that it wanted to create opportunities for students at UPS and their eventual employment elsewhere. UPS knew that business courses and general education courses would provide businesses with future managers who had practical experience and an education. UPS knew it needed college partners and Moraine Valley was chosen to take the lead in providing instructional management, curriculum design and instruction.

A pilot program was established. The community college representatives set about the task of selecting courses and aligning their instructional requirements. UPS staff members began the job of recruiting high school juniors for participation during their senior year. UPS worked with high school teachers, counselors, and administrators, facing issues of transportation, student workload, and commitment. College personnel worked with their registrars, record offices, and business offices on procedures. Faculties were consulted relative to the incorporation of SCANS skills and other curricular enhancements.

To frame the program, UPS considered similar programs it had offered in other parts of the country and created a focus toward building "a model program based on the requirements of the national School-to-Work legislation...." UPS sought to provide an extra effort to high school students, assisting them with both employment and the ability to earn college credits in their senior year of high school. Giving students an introduction to college and providing significant assistance to them would allow students to consider college as an option.

UPS committed the resources of managers at several levels and provided the funds to pay for administrators, all tuition and fees, and books. Further, UPS developed a mentoring program that paired small groups of students with a full-time UPS-employed mentor. The ingredients for a concerted effort to attract students, provide salary and benefits, and pay all costs of transportation and instruction were being added and blended. Moraine Valley worked with its sister colleges to establish common course offerings, develop an agreement format, clear hurdles of enrollment across district boundaries, prepare instructors, and give advice to UPS on sound instructional practices. UPS designated two classrooms and a support computer laboratory within its Hodgkins facility for use by the program. The name EDGE, standing for Education, Dedication, Growth & Experience was coined and a marketing and recruitment campaign was undertaken.

Four years later, the EDGE program has seen several hundred high school students earn college credit. Many have earned as many as nine or ten college credits and have continued their college education after graduating from high school. The EDGE program has been expanded to two additional UPS facilities in the Chicago area and has been expanded to include ESL classes and the use of other community colleges for instructional leadership. Success of the program has caused UPS to add eight new instructional spaces at the Hodgkins facility, including a fully equipped computer laboratory with 30 computers wired to the Internet.

Improvements have been made each year. At the encouragement of Moraine Valley, and with the assistance of representatives of the college's Counseling and Advising Department, COLLEGE 101, a college success course, was added to the curriculum at UPS. The course, entitled *College: Changes, Challenges, Choices* combines college decision-making skills with study skills. A special emphasis of the course is diversity and each of the projects that the students undertake is relevant to both life choices and the workplace. The course, placed in sequence as the first college-level offering, has improved retention in the EDGE program.

The success of the EDGE program has encouraged UPS to continue its efforts to offer opportunities to its employees. In its own description of the program, EDGE Program Coordinator Amy Snyder states, "Like many high performance work organizations, in designing the EDGE school-to-work initiative, UPS applied the same basic management principles that guide the rest of the business. UPS recognizes that if school-to-work is to succeed locally and nationally it must achieve strong business participation. In order to attract and retain the business involvement they need, school-to-work programs must have shorter cycle times, a large-scale impact, qualitative and quantitative evaluation, and continuous improvement built into their design. UPS, through its model program, hopes to provide business leadership to this national initiative." Moraine Valley is proud of its leadership role in this business partnership that has such a positive impact upon workforce development and the lives of young men and women.

Adult Learner Strategies: A Jump-Start for Employee Corporate Training

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Introduction

Most returning adults need only a refresher to give them the skills and confidence to take off and succeed in a new learning venture. Today, our society and organizational climates stress the importance of quality and competitiveness through continuous improvement, organizational learning. That's why in spring 1999 the college incorporated its "Adult Learning Strategies" (ALS) classes into the Center for Business and Industry Training programs. NVCC has over twenty-five years' experience providing corporate training and adult learning strategy classes; however, this new transitional program delivers the necessary refresher skills to succeed in the corporate training program and beyond. *ALS is not a remediation program.*

Program Overview

The purpose of ALS classes is to prepare employees for successful training experiences. This is achieved by providing participants with essential learning strategies and skills that enhance the acquisition of knowledge and skills needed on the job. Adults who are asked to participate in company training programs typically have been away from formal training for ten or more years and often exhibit a degree of trepidation. Some of these feelings may be derived from their past educational experiences. CBIT's ALS class provides a value-added service as a preliminary requirement of training and sets the context for adults who must maintain their job skills at a high level, over time.

Program Detail

The Adult Learning Strategies class provides participants with strategies that assist them with managing the learning process. Participants gain insights into their learning styles and study skills. This knowledge allows each participant to enter the training session ready and able to learn. In addition, time is saved in subsequent training classes when participants are prepared to: (1) actively use learning strategies; (2) immediately engage in the learning process; and (3) apply their learning to their job responsibilities and tasks.

ALS classes range from 8 to 12 hours; typically the 8-hour session is delivered in two 4-hour modules. The first module includes an in-depth analysis of learning styles and how to successfully use them for a strategic advantage. In addition, participants learn to deal with any personal barriers that may prevent them from developing a strategic advantage. The second module focuses on learning through essential skills such as: reading strategies, memory enhancement, note taking methods, effective listening techniques, time management tools, and test-taking strategies. This skills segment enhances motivation and confidence to enter the training session with a reduced fear of failure.

Initial Indicators of Success

- Course evaluations for ALS indicate that participants in two corporate classes entered with "limited and/or satisfactory self-knowledge, and as a result of class participation, advanced one or more levels in insights, knowledge, and ability to implement."
- Subsequent training sessions further confirm the value of the ALS class.
- One corporate client contracted for additional ALS classes for 200+ employees to enhance their readiness to learn in forthcoming training sessions.

What We Have Learned

The ALS concept is a valuable addition to any corporate training plan. ALS is the most effective way for adult learners who have been away from formal educational or training environments for 10 or more years, or who have had a negative experience in school, to prepare themselves for working in a learning organization. A six-month follow up with students is planned to see the long-term effectiveness of the ALS class. Employees who have had recent education experiences may benefit from ALS; however, the content should be disclosed and participation made optional.

Adaptability to Community College

The concept is extremely adaptable to all workforce development initiatives at community colleges. Frequently these classes exist already in the form of open-market seminars and workshops; they simply need to be re-packaged and delivered in conjunction with the workforce development offerings. There are some adjustments that instructors have to make in order to deliver a customized ALS program in the corporate setting.

Benefits to Corporate Clients and Employees

Corporations engage in ALS pre-requisite programming when they acknowledge the need to change their corporate climates and cultures. Corporations that strive to become learning organizations can start with a simple project that combines the ALS and any other technical or soft skills training program that meets the identified need. To the degree that the company may need to be sold on the idea, success stories from similar organizations are powerful persuasion tools. Employees, once empowered, become advocates and actively work towards self and organizational improvement.

Best Business Practices to Mirror and Apply: A Sales and Training Model

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Introduction

Center for Business and Industry Training (CBIT) at Naugatuck Valley Community College (NVCC) is engaged with numerous corporate clients throughout the college's service region of over 25 towns. CBIT offers multiple levels of assessment, instructional design, and customized job training services. In 1998/1999, CBIT departed from the traditional community college workforce development model, typically a one-person operation, and implemented a best business practices model that dramatically increased the quality, volume, revenues and profitability of the program. CBIT enhanced the quality of its services by integrating a comprehensive assessment process with outcome based instructional design and training services. It further enhanced its productivity by engaging in more detailed market analysis and proactive sales strategies.

Program Overview

NVCC has been a provider of job training programs for over 25 years. Past directors were responsible for wearing numerous hats. The functions these individuals managed included business development, program design, service delivery coordination, administration, and documentation processing. In essence, they were one-person operations with little time or incentive to grow the organization.

Based on increased market demand for a training product with improved quality, keener understanding of organizational needs, and in-depth insight into job functions, a more detailed assessment and training service was created using a new business model. This model was approved in 1998 as a pilot program that has recently been extended. The business model allowed for the addition of several staff members dedicated to new business development and internal quality assurance. It required a comprehensive reorganization of the center's staff and operations

Some of the accepted business practices incorporated into CBIT's model were: (1) conducting comprehensive market research to assure that services were market driven and market potential was better understood; (2) undertaking aggressive sales initiatives using a trained, professional sales staff dedicated to the assessment process and relationship management; (3) streamlining workflow processes for increased capacity, responsiveness, and just-in-time service delivery; (4) forming alliances with strategic partners (i.e., state agencies, professional associations); (5) using a team approach to resolve issues between marketing, production, and quality assurance functions; and (6) assuring profitability by pricing value added services at market rates and increasing profitability for the college.

Innovations and Creativity

CBIT partnered with many organizations; most notable is the non-profit Connecticut Economic Resource Center (CERC) that assisted with key strategic marketing initiatives including:

- Using high quality collateral materials to improve the college image and enhance the sales presentation
- Conducting comprehensive market research within the business community to ascertain the market demand
- Targeting marketing efforts through the use of sophisticated contact management programs
- Retaining experienced professional sales staff to work on an incentive pay based system

The most innovative and creative aspect of the program was the use of a commission sales staff to identify potential clients for business development. By using a compensation program based mostly on incentive, the sales staff became essential partners in the venture by sharing significant financial risk and financial incentive as motivation. This arrangement gave the sales staff a vested interest in building up the volume of new business as well as assuring the quality and effectiveness of our services to foster an ongoing, repeat business relationship with our clients.

Adaptability by Other Colleges

The demand for high quality, flexible, customized training in this fast paced, technology-based global economy has never been greater. Corporate clients are well aware that intellectual capital and knowledge management are valuable commodities in the business marketplace. CBIT's program, which opts for combining high performance business practices with a community service mission in lieu of traditional academic program delivery, can be replicated at campuses across the country.

Business acumen served as an essential criterion for selection of staff. Leadership was needed to place a major emphasis on product quality and accountability. This was achieved by retaining dedicated instructional design and assessment staff, implementing an in-service program for corporate trainers, requiring that curriculum be designed to specific client needs and goals, and verifying a return-on-investment with incremental and outcome-based program assessments.

Providing the resources to retain a full-time experienced professional staff whose responsibilities are dedicated to fostering new business, sustaining repeat business, and providing high quality services that support economic and workforce development was the key component in the development of this business model.

Indicators of Success on Campus

Contract training revenues for the pilot year were approximately *100% higher* than the previous fiscal year.

Contract training revenues during the last six months of the program were approximately *400% higher* than the same time the previous year.

CBIT's estimated contribution back to the college for overhead and reinvestment has *increased* by more than *$150,000* over the same time the previous year.

The number of clients served has *increased* by more than *200%* over the same period the previous year.

CBIT has now been requested to provide additional value added services, including performance improvement, curriculum design, organizational development, strategic planning and executive education in addition to the traditional front line training services.

Select Partnerships and Linkages

CBIT has forged numerous external relationships to assist it in its mission of providing quality, competency based job training and professional development programs that foster performance improvement, enhance business productivity and create a positive impact on the quality of life including:

Connecticut Department of Labor
Connecticut Economic Resource Center
Housatonic Education for Advanced Technology—an industry cluster group
Connecticut Small Business Development Center
Greater Waterbury Chamber of Commerce
Greater Danbury Chamber of Commerce

Job Profiling Services: Applications for Curriculum Design and Assessment of Training Effectiveness

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Introduction

Naugatuck Valley Community College (NVCC) recast its workforce development program and services by committing to an organizational training model. At the heart of the training model is a multi-stage assessment system that begins with Job Profiling Services (JPS). Our JPS includes in-depth needs analyses, customized curriculum design, and levels two and three of Kirkpatrick's assessment model (1994) for training effectiveness.

Program Overview

NVCC's Center for Business and Industry Training (CBIT) provides training programs that target specific job competencies defined by a job profiling process. Full-time and part-time staff are trained and certified to use a job profiling system created by Saville-Holdsworth Limited (1997), an organizational development company. The Saville-Holdsworth Limited (SHL) system was chosen over other systems by regional company executives through a competitive analysis process. The SHL system defines required job tasks, identifies specific skills and knowledge necessary for successful job performance, and provides benchmarking assessments that are used to determine gaps and subsequent training options.

Customized courses are developed based on the gap analysis between the required and the demonstrated skills. At the conclusion of the training sessions, level two assessments demonstrate the extent to which learning has taken place, and level three assessments, completed three to six months later, determine the extent to which participants have been able to use the new skills and knowledge on the job. Transfer of Training and Return-on-Investment are central to our JPS and our overall assessment.

Innovation and Creativity

CBIT is the only provider of SHL job profiling in Connecticut. In the first year of licensure, 12 job profiles have been completed in three companies. The jobs profiled ranged from entry-level manufacturing production to senior-level management.

Job profiling fosters a collaborative relationship between the NVCC and its corporate clients. CBIT provides value-added information that corporate clients use to design creative solutions to business needs. For example, assessment data and consultation feedback indicate that JPS assists in:

1. Identifying performance review measures
2. Improving interviewing
3. Developing performance management systems

The college now works with clients to define training needs and to create workforce development career paths through JPS systems that support the human resource needs within organizations. This service includes systems that:

- Structure and define new jobs
- Classify jobs
- Identify jobs for rotation and cross-training
- Audit skill requirements
- Document quality processes for registration and certification
- Redefine and merge existing jobs
- Identify competencies for career development and succession planning

Applications for Curriculum Design and Assessment of Training Effectiveness

While the job profiling process has the many possible applications listed above, its primary use by the college is as the preferred first step in performing a detailed training needs analysis for customized curriculum design. The job profile efficiently creates a statement of the job purpose and job objectives, and a hierarchical listing of job tasks. The prioritized listing of job tasks is important to the curriculum design, helping to focus attention on the skills with the highest relevance to job performance. The job profiling results have been be used alone in the curriculum design process, and also in conjunction with additional information gathered during an interview and questionnaire process.

Qualified trainers design and deliver the customized classes at the company site. Quality standards designed and adopted by CBIT define the processes to be used for all steps in the design and delivery of a course, including instructor selection, course documentation, learner-centered instructional activities, and assessment of learner outcomes.

The training process that began with job profiling needs assessment ends with an assessment of learner outcomes. The Center for Business and Industry Training at the college is now taking a lead position in helping corporate clients to define the success of their training efforts. In addition to the standard Level 1 participant evaluation forms, CBIT now places a major emphasis on Level 2 and Level 3 assessments.

Level 2 assessment demonstrates that learning has occurred. It is based on the course objectives and the observable demonstration of skills. Level 3 assessment focuses on the transfer of training to the job; this often relies on the participants' and supervisors' observations of change in workplace behavior resulting from newly acquired knowledge and skills.

Data is collected from participants, supervisors, and other key leaders in the organization through mailed questionnaires, telephone or personal interviews, or focus groups. Corporate clients may choose to assess "return-on-investment" by defining business goals, and comparing self-identified "before" and "after" measures.

Adaptability/Adoptability by Other Colleges

CBIT provides job-profiling services on a contract basis to clients. Deliverables are: Job Description Reports, Person Specification Reports, Recommended Assessment Reports, and optional performance management, interview, and professional development reports. Organizations may also contract for individual skills assessments of current employees or employee candidates.

Indicators of Success

Training programs based on a gap analysis between defined and demonstrated skill levels have quickly enhanced the credibility of the college as a partner in workforce development. The SHL job profiling process helps increase the "targeting" of the training to the most important performance outcomes, and therefore maximizes the return on investment for the training effort. In addition, as clients learn of other possible applications of the information collected during the SHL job profiling process, they turn to the college for help in evaluating applicants for profiled positions, creating performance improvement and management systems, and identifying career development opportunities.

Kirkpatrick, D.L. (1994) *Evaluating Training Programs: The Four Levels.* San Francisco, CA: Berrett-Koehler

Saville & Holdsworth (1997) Occupational Testing/Job Profiling System

Unlicensed Assistive Personnel—Pre-employment Program for Health Care Paraprofessionals

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The Unlicensed Assistive Personnel (UAP) Program was developed as a partnership program between Northern Virginia Community College and Inova Health System. The program was in response to the changes being experienced in the health care industry due to the impact of managed care. The increasing need for cost containment for health care services led to the emergence of several strategies that impacted the staffing needs for the acute care facilities.

The trends toward "multi-skilled" health care providers and "cross-training" lead to employment gaps between existing staff and needed staff in the hospital setting. Early programs within the heath care organizations for in-service staff development met the initial needs for paraprofessional or support personnel with broader and higher level skills to fill the new roles for these new job classifications. However, within a short while it became apparent that the recruitment of new employees for these support positions was falling short of the employers' needs. The prior model for pre-employment preparation was the Certified Nursing Assistant (CNA) programs that are required by Medicare for entry level employment in long-term care facilities such as nursing homes. The CNA programs do not offer the focus and scope of knowledge and skills that are needed in the hospital setting. In addition, the certification for CNAs is a very restrictive license, affording only a very narrow scope of practice without pathways for career advancement without formal educational programs that require investment of both significant time and finance. CNA is the classic "dead-end job" by offering no upward mobility.

Inova Health System, the largest health care provider in the region, has had a long-standing relationship with NVCC through our nursing and seven allied health programs. In 1997, NVCC began an initiative known as Practice Plus to expand the health care technical skill offerings available. Practice Plus was intended to provide the continuing education component to meet the life-long learning needs of persons employed in the health care industry. Early focus was on skill programs such as Phlebotomy for Beginners and Advanced Cardiac Life Support. These programs were clearly intended to either increase or maintain employability for those already working in the health care industry. Practice Plus also managed the CNA program that pre-existed this workforce development initiative. In response to anticipated staffing demands that would result from the implementation of a system wide redesign for patient care delivery, Inova Health Systems/Inova Learning Network invited the Practice Plus coordinator to a meeting in late December 1997. The agenda of the meeting was to discuss the feasibility of developing a pre-employment program that would meet the new employment needs. The outcome of that initial meeting was the development and implementation of a model training program for Unlicensed Assistive Personnel in the Acute Care Setting. The term unlicensed assistive personnel, though not a "catchy" title was well recognized, if not often debated, in the health care industry nation-wide.

Inova Health Systems played a critical role in this program development through their advisory capacity for curriculum approval and intense support by providing both a preceptor training in-service and internship sites for UAP students. The outcome of the UAP program model has proven successful and has provided a template for the development of subsequent health care pre-employment programs in the northern Virginia region. These programs are replacing the previous employment model of on-the-job-training with a short-term, cost-effective skills based programs that prepares persons for entry-level employment in the health care industry. The significant benefit to the health care industry has been the increase in the number of well prepared persons for paraprofessional jobs that traditionally have a very high turnover rate. There is also a cost saving for the employer by eliminating the need for basic skills training. Employers are now able to redirect their training dollars to institutional orientation and more broad-based staff development needs. The employers are finding employees that come from the pre-employment programs are not only better prepared for work, but also experience a higher level of job satisfaction by understanding the scope and nature of the work prior to permanent employment. While still too early to validate, it is hoped that the improved job satisfaction will translate into a reduction in job attrition.

By partnering with the Office of Continuing Education, Inova Health System was able to have a program developed and implemented within a six-month time period. The close partnership relationship has also enhanced continuous quality improvement for the program. The program is to be presented as a concurrent session in July 2000 at the annual conference of the National Nursing Staff Development Organization.

The pre-employment program for health care paraprofessionals will serve as a model for similar programs in other industries outside of health care. The increasing technical nature of work in all sectors is requiring that persons who have identifiable skills fill the most entry-level positions. For many persons who have been marginalized by lack of formal education, or who are new immigrants in new cultures, these programs can be a first step for re-entry into formal education. The programs are designed for the adult learner who is balancing the needs of work and family. The curriculum optimizes opportunities for integration strategies for increasing communication skills, team work, problem solving, and critical thinking into both didactic and laboratory content. Internships provide for situational cognitive learning. The development of short-term pre-employment programs by other colleges will not only increase access to training and new employment opportunities for the residents of their communities, but the partnerships with business and industry will expand as the colleges are recognized for their strengths in workforce development. The pre-employment programs for paraprofessionals provide a wonderful opportunity to open the doors to life-long learning for an even broader constituency base. The success of programs of this type will also serve as a catalyst for development of further programs that will improve opportunities for upward mobility in entry-level jobs, an issue that has been addressed in scholarly literature by the Urban Institute.

A Comprehensive College/Community/Business Partnership

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This submission will focus on the partnerships that North Lake College has aggressively pursued and developed with businesses in the Greater Irving/Las Colinas area to accomplish, in the most fiscally responsible and efficient way possible, two primary goals: (1) to enable recent high school graduates and unemployed or underemployed adults to realize their full personal and professional potential by gaining the skills and credentials necessary to qualify for the 10,000 jobs that will be available in the area each year between 1998 and 2002; (2) to enhance and ensure the continued economic expansion and development of the area by producing skilled potential employees to meet corporations' greatest challenge, a qualified labor force. These goals were identified as the most significant challenges facing area businesses through a special survey and focus groups arranged and administered in cooperation between the Greater Irving/Las Colinas Chamber of Commerce and North Lake College. The president of North Lake has recently been named Chairman-Elect of the Chamber.

Construction Education Foundation

The Construction Education Foundation is an entity created by a unique partnership between North Lake College and the construction industry. Foundation staff are paid by the construction companies to work with the college to arrange and offer needed training for the member companies. The purpose of this partnership is to provide 1,300 construction companies in the North Texas area with qualified technically trained people at all levels. Also, it provides for the use of continuing education of the members of the construction industry. CEF uses the facilities and faculty of North Lake to provide a wide range of courses. These courses, in part, include Construction Management, Masonry, Plumbing, Commercial Heating and Air Conditioning, and Glazing. In December 1999, North Lake College and CEF significantly extended their cooperative efforts by establishing the Construction Education Foundation Training Center located at the DFW Freeport. The facility represents an initial investment of some $1.5 million dollars. CEF member companies have provided one million dollars to renovate the 60,000 square foot building to house classrooms, laboratories, and the offices of the Construction Education Foundation. North Lake College will provide $500,000 for furnishings and equipment, and will pay the $250,000 annual lease on the building. Currently, CEF enrolls approximately 800 students in North Lake programs every semester. Once the new facility opens in the fall of 2000, enrollment is expected to double, in part due to the expanded space and in part due to one CEF member company winning the contract for the new People Mover and Terminal for the DFW Airport, a project that is expected to enroll 12,000 to 15,000 workers in the training program over the next five years.

The significance of this partnership extends beyond meeting the construction industry's training needs. By moving the construction programs to the new facility, 44,000 square feet of space on the main campus can and will be remodeled for high-tech programs, such as the Microsoft program described below. North Lake's capacity for meeting the needs of area businesses was limited before this partnership was developed; the college had experienced a 30% enrollment increase over the last two years and was completely out of space.

A unique feature of this program is that most of the training is offered as part of a college credit technical degree program that is articulated with the Construction Management Program at Texas A&M University. Thus, the workers not only get needed training; they start on a path that could lead to significant advancement opportunities.

Microsoft Authorized Academic Training Provider Program

The objectives of this partnership are to position North Lake as a progressive IT training facility, jump start students' entry into the IT industry, fill local business' demand for IT professionals, meet student' demands for top-quality training, and offer training on emerging Microsoft technologies. This partnership is designed to appeal to degree-seeking students, as well as students pursuing new careers in the areas of network administration, technical support, programmer/analyst/ and database administration. Distinctive features of this partnership include full-time Microsoft programmers and test writers from the Microsoft center across the street teaching most of the courses and the offering of this certification training program as a college credit program to make it affordable for economically disadvantaged students and those eligible for financial aid. The program is one of only a very few that offer Microsoft training as part of a college credit degree program. Without the Microsoft facilities willingness to provide the instructors for only a fraction of what they would expect to be paid, the program would not be possible. Fees to receive training for the Microsoft Certified System Engineer normally range between $8,000 and $15,000; this same training is available at North Lake for approximately $2,500. This is particularly important in the area since the unemployment rate recently dipped to 2.6 percent; in other words, most of the available labor pool are the most economically disadvantaged, hard-to-serve population. For those not ready to begin Microsoft courses, remediation and basic computer courses are offered leading to the acquisition of competencies required to enter the Microsoft training. Approximately 800 students enroll in the program each semester.

NEC America Electronic Telecommunications Convergence Technology Program

This partnership is designed to prepare technicians to install and maintain new proprietary technology developed by NEC America and other telecommunications technology. NEC America allows North Lake students to utilize their state-of-the-art training center during their second year in the program and donates equipment for use on the North Lake campus. Much of the equipment in the training center has yet to be made available on the open market. NEC also funded a special marketing video for the college. NEC affiliates currently have 200 available jobs open for technicians to install and maintain this technology. North Lake recruited many of the graduates in its mainstream Electronics program to enter this specialized training as well as adults and recent high school graduates. Program enrollment has doubled in the program's second year of existence.

Delta Airlines Electronic Training

This partnership is designed to provide a one-year certificate in Electronic Telecommunications to the maintenance personnel working at Delta's DFW Airport hangar for job advancement. The program is designed to meet the Federal

Aviation Administration's Aviation Maintenance Award, as well as meets the requirements for the Embry Riddle Aeronautical University's Bachelor of Science degree. In its first year, the program graduated 56 students. The classes are offered on-site at Delta facilities.

Currently under construction, the Community Learning Center at Irving High School will be used by high school students in both high school and college courses during the day and by adults in the evening. The center will feature self-paced, computer-based courses, career assessment and development materials, and professional counselors/instructors. GTE provided a $75,000 grant to help finance the center.

South Irving Center

Partners in this venture include the City of Irving, Irving Community Library, Texas Workforce Commission, and Irving Cares (a non-profit charitable organization). The City of Irving provided 3,500 square feet of classroom and office space in its Health and Human Services Building for the college at one-third the market lease rate to establish the center. The building also houses a branch of the city library, which provides additional classroom space; a satellite branch of the Texas Workforce Commission, which refers clients to the college center; and Irving Cares, which also refers clients to the center. Together, the agencies and the college serve as a "one-stop shop" for an economically depressed region of the city. The college enrollment in the center increased from 60 to 350 in one year.

The above represents a sampling of the aggressive efforts North Lake College has pursued over the past two years to meet the work force development needs of the region it serves. Other new programs opened in partnership with business and industry during this time period include: Hotel/Motel Management (there are 10,000+ hotel rooms in the community); Video Technology—Multi-Media Specialist; Semiconductor Manufacturing; and UNIX Administration.

Bringing College to the Front Office

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All too often, one of the most important job functions, that of the Administrative Assistant, is overlooked when in comes to training in an organization. Not so at United Stationers, Inc. In the last several years, the leadership has changed at United Stationers, Inc., located in Des Plaines, Illinois. The current CEO and VP of Human Resources, in particular, recognize that workforce development within an organization is one of the keys to a successful company in a globally changing marketplace. In order to increase the knowledge and skill base of the employees, training initiatives have been developed and delivered at all levels of the company. Therefore, both embraced the idea of providing a training program for Administrative Assistants that was academically linked with Oakton Community College.

In particular, the Field Support Center assembled an Assistants' Team comprised of 26 administrative employees in the northern Cook county suburbs. This team, spearheaded by Jamie Ruggles, identified a need for training geared toward Administrative Assistants last June. This educational opportunity needed to be practical and useful, and also be offered for college credit. The idea was to provide job skills in an interactive environment that could be immediately applied on the job.

The Business Institute was approached to design and develop a four-course program that would result in a Professional Management Assistant's Certificate. The course is 150 hours long, offering ten (10) college credits and covers the following topics: Administration and Office Management; Introduction to Business (including business finance and law issues); Personal Productivity, Team Processes & Business Social Issues; and Customer Service Skills. Each course has been taken from the Oakton Community College course catalogue and modified to be applicable to United Stationers. In conjunction with classroom discussion and use of textbooks, guest speakers from within the company are invited in to share their expertise on various subjects in a lecture/discussion format. Participants are required to write term papers pertinent to the class, using real-life work experiences as topics. They are given mid-term and final exams as well.

To date, eleven out of the 26 assistants have attended the first two courses, which run once a week for four hours. Their personal investment in the time has paid off. Students' testimonials range from understanding how to deal more effectively with stress, to viewing the corporation in a different light with more understanding of how it works. The courses address theory, of course, but also embrace practical application on a day-in day-out basis.

This strategic alliance between United Stationers and Oakton Community College is just the beginning of a partnership between the two. Future discussions include business simulations for all associates to better grasp the financial implications of their involvement in the company, commonly referred to as "Finance for the Non-Financial Manager."

Factory Floor College

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In anticipation of acquiring one of our state's top companies, Fel-Pro, inc., Federal Mogul, an international manufacturer of sealing products and gaskets, undertook a comprehensive, company-wide assessment of training needs of its 1,400 employees. The study revealed a need for training in new equipment and technology, along with an upgrade of basic skills, i.e. basic reading, math, reading and writing and business communication and computer skills. While wanting courses that directly related to employees' jobs, Federal Mogul also wanted to provide their employees with college credit and further their career options by furthering their education. The company called upon the Business Institute at Oakton Community College to create a training program that encompassed all of their educational needs.

The Business Institute provides a wide range of services, including custom-designed credit and non-credit classes, delivered both at Oakton and at company sites. When the Business Institute participates in a company's training effort, the company itself becomes the classroom. Internally, this calls for cooperation between the credit and non-credit sides of the college, including the staff support of record keeping, payroll administration, purchasing, security, registration and the bursar.

At Federal Mogul, the credit courses selected were Hydraulics, Pneumatics and Controls, Blueprint Reading, Processes and Materials, Geometric Dimensioning and Tolerancing, Programmable Logic Controls. The basic life skills classes—reading, writing, math, business communication, and computer skills—were offered through the College's adult education division, the Alliance for Lifelong Learning. All credit instructors are the College's adjunct faculty and the basic skills instructors are certified bilingual classroom teachers. Students can take credit classes as an audit, and they can pick and choose any classes they want. At the end of each class, students are given a certificate of completion from the Business Institute.

If a student completes all of the required credit and non-credit classes, they are awarded a Certificate of Achievement in Manufacturing Technology at an awards ceremony hosted by Federal Mogul. Last summer, students who had completed a year of ESL classes were treated to dinner at a local hotel. Administrators from the college and executives from Federal Mogul congratulated each student, and each student gave brief speeches in their "new" language, describing how learning English has impacted their lives.

This program has been a great benefit to the college and the company, and has served as a model to the community and the state. Managers from Federal Mogul joined college presenters in describing the planning, development, content and implementation of this partnership at a conference of the International Contract Training Association and the Illinois Community College Economic Development Association. The information was also shared at the Illinois Council of Community College Administrators. After the first run of the program, Federal Mogul now advertises this partnership as an attractive employee benefit. In fact, after the first training cycle, four employees were promoted. Nineteen received certificates after successfully finishing the entire battery of courses and training. The company also reaps the benefits of satisfied employees who receive high quality, on-site training, earn college credit at no cost to themselves, realize career advancement opportunities and admit to reduced anxiety about returning to school. This has reduced significantly the workforce turnover. Some workers have expressed interest in earning Manufacturing Technology degrees, further strengthening company-college ties.

As well as immediately benefiting the employees at Federal Mogul, this unique partnership benefits the college and the community. By establishing and administering the Manufacturing Technology Program at Federal Mogul, Oakton Community College is fulfilling one of its professed goals: to meet the educational, training and skills needs of the district. The College has also benefited from an encouraged workforce for whom aspects of college level study, discipline and planning have been made available to a new population of Americans, many of whom are recent immigrants. Internally, the College has also benefited from the cooperation of college divisions that previously had little understanding of each other's responsibilities. Finally, the partnership caused Oakton to examine and modify its credit for prior learning policies as well as its portfolio review standards and creative ways of delivering credit classes while maintaining state standards.

The community benefits as well. Recently, several other companies in our district have requested information about the Oakton Community College/Federal Mogul partnership, and one meeting has already been held to discuss application of this and other training programs to the expressed needs of the company. Since the program began, the Business Institute's involvement in the education of company employees has rapidly increased. A level of trust in a job well done is the greatest marketing tool any organization can have.

Corporate Partnerships: Unique Relationships

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OCC Corporate Partnerships

The OCC Industrial & Engineering Technologies corporate partnerships bring together the corporations, such as John Deere or Caterpillar, the dealerships, and the college to recruit, support, and train the students. Most programs are full two-year associate degrees with summer internships at the dealerships. The seven corporate partnership programs are housed in the Transportation Technologies Department (auto and diesel) and they include John Deere Agricultural Equipment Technician, Caterpillar Construction Equipment Technician, Caterpillar Lift Truck Technician, General Motors Automotive Service Education Program (ASEP), Ford Automotive Student Service Education Training Program (ASSET), Freightliner Truck Technician, and Williams-Detroit Diesel/Allison Technician. While there are differences among the programs, the general approach is the same. The curriculums for each are a specialized version of the general auto or diesel technician associate degrees. In each case, there is corporate and dealer involvement ranging from cash contributions to equipment/tool gifts and loans to off term internship employment of students.

Some of the programs such as the ASEP, ASSET, and John Deere are more widely known and are located at sites around the U.S. On the other hand, programs such as the two Caterpillar endeavors and Williams-Detroit Diesel/Allison are unique to Owens Community College. In all cases, the goal is the same—establish "win-win-win-win" (corporation-dealers-college-students) situations where the corporations and dealers acquire skilled workers, the college provides much needed training and the students gain employment in well paid, high skilled jobs. The various programs at Owens have been implemented during the late 1980's and throughout the 1990's; the most recent being the Caterpillar Lift Truck Program initiated for the fall of 1998. At present, approximately 140 full-time students are enrolled in the various Transportation Technologies Corporate Partnership Programs. The Caterpillar Construction Technician Program is outlined in detail in the following section as the most successful and unique corporate program at Owens Community College.

Caterpillar Construction Technician Program

The Caterpillar Construction Technician Program currently enrolls forty-eight full-time students — twenty second-year and twenty-eight first-year. This program is unique because it is a partnership between four very large dealers in three states, Caterpillar Corporation, and Owens. The dealers are Holt Company of Ohio, Ohio Machinery Company, Michigan Caterpillar, and McAllister Machinery Company Inc. of Indiana. These four dealers partnered with Caterpillar Corporation and Owens in 1996 to develop an exciting program to produce technicians.

In 1996, Owens established a construction technician major off the diesel program, developed the specialized curriculum, and dedicated floor space in the Transportation Technologies building for the CAT program. The dealers, along with the support of Owens staff, began to recruit heavily; a process that continues and each fall, students have come to Owens from across Ohio, Michigan, and Indiana.

To-date, 91 students have entered the program with 82% retention and all graduates have entered work with their sponsoring dealer. It should be noted that the students receive up to $900 per semester toward tuition that is only $958. This funding is provided by the dealers now, but was partially funded by three years of $50,000 grants from Caterpillar Corporation. The dealers and Caterpillar Corporation also provide loan equipment, curriculum materials, specialized tools, and training for faculty.

The Owens Caterpillar Construction Technician program has become a model for corporate/dealership/college collaboration. The graduates have proven to be excellent employees and the dealers are delighted with their investment. Caterpillar Corporation is so impressed that a new "Think Big" program is being developed similar to the Owens process to be applied at two-year colleges across the country.

Support And Summary

As we enter the twenty-first century in America we find a dynamic educational environment at all levels. The demands on educational institutions, kindergarten through adult, are higher than ever before. The types of work available to entry-level workers today are considerably different than just a generation ago. The low skill-high paying factory jobs of the past are no longer easily attainable to young workers, or displaced workers for that matter. Today, more than ever before, entry level workers must have special skills to be employable in any position which offers higher levels of compensation. The only work remaining for the unskilled and under-skilled work force is in the service and raw labor sector that offers compensation at only the minimum level.

This is true for the types of positions that historically did not require advanced college training such as auto mechanics and diesel technicians. Today one cannot learn on the job the high tech skills required to diagnose and repair a $30,000 sport utility vehicle or trouble shoot an electronic problem on a $100,000 farm tractor. The days of the backyard mechanic who can walk into an auto dealership and sign on as a technician are gone. Now these dealers demand entry level employees who already have the required skills and corporations are demanding that the dealers have certified, well trained workers for all warranty work.

To make matters more difficult, the young people of today do not generally see such positions as auto technicians as desirable while at the same time the demand for such workers is overwhelming. Therein lies the focus of the corporate programs which have been developed at Owens Community College. The goal of each program is to meet the demand for high skilled entry level employees for occupations where it is difficult to fill the positions.

100

The Owens Corporate partnerships have proven to be an excellent way to provide the much-needed training to serve the needs of industry and students. The corporate partnerships at Owens have provided an excellent opportunity to serve the community and broaden the scope of programming. The results are effective programs, which challenge the college faculty, increase enrollment, expand student employment opportunities, and serve industries' needs.

Integrated Workforce Development System at Piedmont Technical College

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Piedmont Technical College is a comprehensive community college with approximately 3,700 academic students from seven mostly-rural counties surrounding Greenwood, South Carolina. Our primary mission is to promote economic and personal growth through development of a competitive workforce. A decade ago the college joined with several area businesses in a commitment to understanding and implementing quality processes as the best way to improve services and operations. As part of that journey Piedmont discovered that "workforce development" entails not just a handful of major emphases, but dozens of orchestrated credit, non-credit, and support initiatives. Twenty-five such initiatives are described below, all part of the same fabric of services.

Credit Activities

To better respond to individual needs, we have expanded from some 25 to 63 different degree, diploma, and certificate options, now offered at seven locations (up from one) and through six media: classroom, independent study, videotape, telecourse, satellite, and Internet. The commitment to maintaining currency is indicated by the fact that over half (57%) of these 63 options have undergone substantive curriculum change in the past two years alone.

A second initiative is career-emphasized linkages with the public schools, through leadership of a ten-district tech prep consortium, special grants (e.g. Talent Search, Upward Bound), collaborative teacher training, joint advisory committees, and the like. A third initiative is an intricate network of articulation activities, from joint agreements (K-12, Piedmont, Lander University) to installing electronic classrooms in each area high school, linked together and to Piedmont, to allow for live multi-school advanced placement instruction taught by college faculty. A fourth initiative is a series of 1-3 credit academic courses focused on job realities and competency-based generic skills development (including a set of seven general competencies emphasized in all curricula).

Non-Credit Activities

Eleven different non-credit initiatives are particularly significant parts of the integrated workforce development system. Initiatives focused *on job-seekers* include: (1) development and operation of the state's model welfare-to-work training program; (2) company-specific manufacturing certification courses (at individual cost, and with completion the only way to even get an interview); (3) a version of this course as an elective for high school seniors seeking immediate job entry; (4) an innovative work-ethic training course designed for delivery by many agencies, churches, and groups; (5) an expanded apprenticeship program (including faculty/student interchanges with firms in Germany); (6) establishment of an on-campus one-stop career center; (7) testing of high school seniors on key workplace success traits; and (8) development of a nationally-validated and published work ethic assessment instrument (entitled Working).

Initiatives focused on *current employees* include: implementation of WorkKeys profiling and assessment and a Center for Performance Excellence which provides employers with contract training in areas as diverse as Wilson Learning, Zig Ziglar, ASQ, AchieveGlobal, supervisory certification, CPIM, and CQM. An initiative focused on teachers is an annual summer course, taught by Piedmont faculty for Clemson University graduate credit, which immerses high school teachers and counselors in the realities of 21st century American employment and what it demands of the workforce.

Support Activities

Eight other activities focus on enhancement of the community systems needed to support effective workforce development. Piedmont plays a lead (and, in three cases, founding) role in four interlocking groups dealing with planning and program development: the Piedmont Excellence Process (a ten-year effort to promote quality in public and private enterprises); the Piedmont Workforce Development Task Force (to promote systemic community change in areas as diverse as school preparedness and workforce certification); the Greenwood Partnership Initiative (combining employers and educators making fundamental improvements in education); and the CEO Roundtable (exploring broader workforce-related issues).

Piedmont is also currently leading two cutting-edge research projects: creation of a Guide to Working in the Upstate of South Carolina (information on companies, application methods, and workplace realities) to be accessible to all teachers, counselors, students, career centers, in a seven-county area; and a statewide research project to identify how best to serve high-risk individuals seeking access to jobs (including statewide needs assessment, national best practices, state training infrastructure, and recommendations for state action).

A final set of support activities is resource development. Piedmont is leading the seven-county economic development system in two key resource areas: construction of the Piedmont Electronic Network (PEN), a full-motion audio/video/data network of 24 interchangeable electronic classrooms in every high school, all seven Piedmont Centers, and Lander University; and fund-raising (Piedmont has raised well over $5M during the past four years to support—and in many cases enable—the various initiatives described above).

Integration and Partnership

The many activities listed above might be seen as a 'laundry list' of projects. They are not. They are a studied and evolving effort to bring all of the key players (education, business, community, government) together to 'surround' the issue of assuring systematic and effective development of the Piedmont area's current and potential workforce. There are still gaps, and there are a few overlaps, but overall these initiatives are building a thoughtful net around the problems inherent in workforce development in a rural region of South Carolina. Every initiative mentioned above involves more than one partner, and some of them involve dozens. Piedmont has created a Division of Workforce Development & Special Projects to assure and promote such integration and partnership.

Impact

Each initiative above has its own unique impact, on the college, the community, and the individual. Some have very specific, prominent outcomes (e.g. a steady increase in enrollment, employer satisfaction, and contract training; a 66% success rate on competitive grants; selection as a state welfare training model). Some have less specific, but perhaps more momentous, outcomes (e.g. community reputation, national awards, growing involvement in and impact on public and private policy and decision-making).

High Tech-High Wage Program

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Pima County Workforce Development Board and representatives from several local high tech businesses approached Pima Community College with the idea of training incumbent workers. After a meeting of the minds, a new entity emerged, the High Tech-High Wage Program. This was to be a partnership program funded by Pima County and the City of Tucson.

The mission was to ramp up a program that would provide the training to low skill/low paid incumbent workers or under-employed workers in low paying jobs. With this training, participants would be then able to improve their marketability, increasing their hourly pay rate from $5.00 - $7.00 per hour to a more suitable, livable wage. Another goal of the High Tech-High Wage program was to provide qualified technicians to meet the demands placed on the community recently by established industries and by businesses looking to relocate to the Tucson area. Many of the high tech industries are reporting problems in meeting their employment quotas in today's low unemployment market.

The advisory board developed a two-part Certificate program. Phase One—Basic Electro/Mechanical Assembler, a developmental program with saleable skills. Phase Two—Advanced Electro/Mechanical Technician, a more intensive program designed to give the students the skill sets to succeed in a more advanced technical position.

Pima Community College would provide the training, the public sector would provide funding and intake services, and industry would counsel the program as to the skills required. The courses that included the skill sets were to run three hours per day and would meet three times a week. These hours were determined so that a three-credit class could be successfully completed in a five week, short-term session. This "fast track" would put the students through the program quickly and provide needed employee prospects to industry.

Initially, High Tech-High Wage had some problems but was quickly brought into control when the program was housed with the Technology department of the

West Campus of Pima Community College. One of the problems encountered was that the constituents displayed a deficiency in math and writing skills. This provided a large stumbling block, as these two skills are necessary in any high technology industry position. Providing developmental courses in the Math and Communications area solved this problem. Students showed potential through assessment tests, and recognizing their weaknesses, demonstrated a strong desire to improve their skills and career opportunities. To make the students more employable, the technology department introduced courses in surface mount soldering and computer usage. The improvement to the program meant that a student, upon completion of Phase One, could go into the work force with a solid background in math, communications and specific technical skills required by industry, or continue in Phase Two and its designed outcome with a higher potential wage.

The program has graduated thirty-five students from Phase One, twenty of whom have found jobs in the technology career path. Some of these students have already experienced promotions within their companies. Twenty-six of these thirty-five students are currently enrolled in Phase Two (which requires and additional 24 months to complete). The program has experienced some "drop outs." Some students have moved away, some have been hired into industry, but are working second shifts and are unable to attend classes at the time they are offered, and some students have accomplished their goals, to increase their income from $5.00 per hour to more than $11.00 per hour. A second group of students is scheduled to complete Phase One (which takes about six months to complete) in March, with good employment prospects. Of the students scheduled to complete Phase One in March, 100% have expressed desire to continue the program into Phase Two. Students are assisted by having tutors available in the evenings and on Saturdays to increase retention in the program.

The program has now been in existence for one year, and its success is due to a great extent to the support from industry and the public sectors. Hard work and dedication from Pima Community College staff and moreover, the determination and dedication of the students are the contributing factors to the success of this program. Students have reported an increase in their confidence and self-esteem as they see their contemporaries succeed in the workplace.

The High Tech-High Wage program is being touted as a model program for the State of Arizona for incumbent workers. The concept may be expanded to other areas as a fast paced alternative to the typical semester-type training curricula. Further expansion of the program will include: assembly, advanced surface mount and rework of circuit boards, and training in the electro-optics area. Another expansion of the program is to offer the Phase One and Phase Two courses in the daytime, to attract and retain students who are currently working second shift positions.

Industries that are involved with High Tech-High Wage have embraced this program as a way of training their future employees. They cite that High Tech-High Wage students demonstrate a higher level of maturity than other applicants, and are loyal to the company that provides them with desired career opportunities in technology. These companies typically encourage these new hires to continue their education while reimbursing fees, tuition, and books. This means that although the student is still in the program, he is no longer funded by the public sector; the private sector (industry) is willing to accept the challenge and continue to provide education and training.

This program is very replicable through many communities since monies that are being used for the program are federal funds and are available to many agencies. We witness, daily, individuals who are in need of upgrading their skills. Many times these are minorities and are of numerous ethnic backgrounds. This is not a deterrent, as we have found that these people were denied access to higher education through conditions that are inherent with our educational system. Giving these participants a second chance is a good trade off. Providing a skilled labor force allows your community to become more attractive for clean industry to relocate to your area, thus bringing jobs and boosting the local economy. In providing training through this program, you are developing a high paying, rewarding career for an individual who now becomes a contributing tax payer as opposed to a potential tax burden. High Tech-High Wage is a proven, positive concept and brings many rewards for the college, the public sector, industry and individual participants. All benefit from this partnership.

Pima Community College Summer Career Academies

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Introduction

Five years ago, Pima Community College sought to develop a summer program for high school students that would utilize a work-based learning philosophy. The college envisioned a tuition-free program that would provide relevance to students' educational experiences and would encourage the completion of certificates and degrees at the postsecondary level. Pima Community College, together with local tech-prep, school-to-work, school districts and industry partners, has built a program that has withstood the test of time and won the approval of students and parents. The growth of the program speaks for itself—in 1995 the first academies were offered with two courses and 70 students. During the summer of 1999, 670 students participated in 35 career academies.

The Program

The Summer Career Academy program is the only program in the Tucson metropolitan area that provides an opportunity for high school students to gain college credit absolutely free of charge. This program is extensive, covering two counties and offering service to over thirty public, charter, and private high schools. Each year, the process of marketing and recruiting begins with teams of college staff contacting and coordinating efforts at area high schools. High school sophomores and juniors are recruited to attend college career exploration courses that meet for three weeks and are offered in two sessions during the summer months. Prior to each session, orientations are held for students, parents and faculty/staff.

Classes are held at five campuses and two rural locations. To provide direct exposure to the industry, instructors utilize guest speakers and field trips. Transportation is arranged using a combination of school district buses, college vans and rental vans. During the 1999 academies, transportation was provided for 162 different field trips.

At the end of the academies, students share their experiences through formal presentations and are presented certificates of completion. Successful completers receive three college credit hours and ½ high school elective credit.

Each student attending a Summer Academy has a unique opportunity to establish a variety of school-to-career relationships. Students may find out about volunteer and internship placements when visiting businesses and agencies. Students may be recruited to participate in other grant-funded internship programs. And, students establish relationships with college campuses and faculty.

Results

The Summer Career Academy program impacts the community in many ways. High school students from public, private, charter, and home schools are provided the opportunity to explore real-world careers. Students obtain greater understanding of the relationship between academics and the world of work from employer partners. The student satisfaction survey from the 1999 Summer Academies indicated that 95% of the students professed a better understanding of a career field due to the work-based learning activities. And 75% of the students indicated that school seemed more important and more related to work after attending an academy.

Students who may not be considering college or may be apprehensive about higher education become familiar with a college campus and the support services available. A review of the 1997 Summer Academy students indicates that 38% of the students continued with coursework at Pima Community College during the 1998/1999 school year.

Conclusion

The Summer Career Academy program has improved and continues to expand with each year of operation. The amount of outside grant funding has been reduced over the years and Pima Community College has committed college funds as well as garnered industry support to continue to offer this excellent program.

Others have recognized this program as a model program capable of being replicated. For example, the Summer Career Academy program was honored by the Arizona School to Work System with a *Five-Star Outstanding Practice Award* in 1999. In addition, the program structure has been presented at many state and national conferences and has been studied by other community colleges for inclusion at their schools. Overall, the Summer Career Academy program is an excellent model for helping high school students to transition into vocational careers and into community college certificate and associate degree programs. In addition, the program reinforces a work-based learning philosophy for students while developing and nurturing partnerships with local business and industry.

The Rio Salado College School of Dental Hygiene

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Description

The Rio Salado College School of Dental Hygiene in Phoenix, Arizona, is an exceptional three-way community partnership between the college, the Arizona State Dental Association, and Delta Dental Insurance. This occupational program was launched by the college at the request of Arizona's dentists to help them address a critical shortage of highly trained dental hygienists. Established in spring 1998, Rio's partners raised $1.2 million dollars to make their mutual vision of customized workforce training a reality.

The Challenge

In its first year of operation, the Rio Salado College School of Dental Hygiene attracted considerable local publicity and support. Area residents, city and state officials, and members of the dental community attended two open houses. During its second year of operation—the 1998-99 academic year—the challenge was to heighten this community awareness. But how could we top an information campaign that had already resulted in a site visit from Arizona Governor Jane Dee Hull, who used the occasion to issue a gubernatorial proclamation honoring the college for its workforce development efforts.

"Best Practice"

For Rio Salado College, the answer was to take the campaign's message and accomplishments to the national level. In January 1999, the Rio Salado College School of Dental Hygiene was honored to be named one of the country's 23 "Best Practices" by the U.S. Departments of Commerce, Education, and Labor; the Small Business Administration; and the National Institute for Literacy. This occupational program was one of only two community college programs in the nation selected for this honor.

Summit Meeting with Vice President Al Gore

As a result of the "Best Practice" honor, Rio President Linda M. Thor was invited to address Vice President Al Gore and members of President Bill Clinton's cabinet at the "21st Century Skills for 21st Century Jobs Summit" in January 1999.

President Thor's description of the School of Dental Hygiene was satellite broadcast live to 1,000 locations throughout the U.S. In addition, approximately 300 national leaders from business, government and education attended the Washington, D.C. summit.

During the presentation, President Thor highlighted the benefits of the program: its accelerated pace, the 8,200 square-foot state-of-the-art facility, the high starting salaries for graduates, and the partnership aspect.

President Thor was also able to use this conversation with Vice President Gore as a platform to increase awareness that community colleges around the country are able to partner with businesses and private organizations to develop customized occupational training which meets local workforce development needs. Here is an excerpt from the transcript of her presentation:

> **Vice President Gore**: *"Congratulations on what you're doing. I think it's a great example. (Applause from audience and Clinton cabinet.) I think there are probably a lot of business CEOs around the country who are listening to this or who engage in conversations like this one and are not really aware of what community colleges can offer them by way of specialized courses that are highly valuable for the men and women who take the courses, but are really targeted to the specific skills that are needed by a potential employer or a profession in that region. How do you go about developing the nature of the course? Are you willing to sit down with the employer and really get highly specific on exactly what kinds of skills you're going to teach?"*
>
> **Linda Thor**: *"Yes, Mr. Vice President. I think what's really key to the success of these programs is our willingness to customize. And by that I mean we ask the employers what skills do they need and value, we listen to them, and then work with them hand-in-hand to develop a program that is targeted to their needs and to their employees."*
>
> **VP Gore**:
> *"In this case, you are helping your whole state by filling a profession that wasn't adequately filled there. So thank you very much."*

Top 20 in Nation

After just 15 months of operation, the Rio Salado College School of Dental Hygiene was ranked #20 out of more than 200 dental hygiene schools across the country. This ranking was bestowed because 100% of the inaugural class passed the National Board Exams on the first try – an unusual accomplishment.

Starting Salaries

According to a 1998 report from the American Association of Community Colleges, trained dental hygienists can expect to earn some of the highest starting salaries of all community college graduates in the country. Most members of the Rio Salado College inaugural class who graduated in June 1999 had multiple job offers awaiting them prior to their commencement—at $30 to $40 per hour.

The Business Journal Roundtable

Partially because of the success of this occupational program, President Linda Thor was invited by a prominent Arizona publication, The Business Journal, to participate in a roundtable of community leaders to discuss workforce development issues. President Thor engaged in dialogues with other community leaders to seek realistic solutions addressing the question of how to upgrade the skills of the incumbent workforce. The entire transcript of the roundtable was published in *The Business Journal*, providing these viewpoints to other community leaders not present.

Community Service

An important component of this program is a dental hygiene clinic that makes it possible for members of the community to obtain low-cost dental hygiene services, such as cleanings, from students, who are supervised by licensed hygienists. An adjacent community clinic provides low cost dental care to area residents by licensed dentists.

Additional Local Publicity

In addition to the national exposure, the Rio Salado College School of Dental Hygiene continues to attract considerable local publicity. A three-minute television broadcast in the Phoenix metropolitan area resulted in several hundred phone calls to the School of Dental Hygiene during the next two days, all requesting appointments for the students' dental hygiene services.

Industry/Community College/University Partnership

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Rose State College is located in a large metropolitan area with a variety of business and industry. Working with business and industry in course and program development is very desirable not only for business and industry but also for the College.

One of the major challenges for the College has been how to customize training to meet the immediate needs of business and industry and, at the same time, offer business theory necessary for students to achieve learning on the theory level so that the training can qualify for college credit toward a degree program. To accommodate this need, the Business and Information Technology Division faculty developed the Corporate Education Option to the Business Administration Associate in Applied Science degree program. In this program, fifteen (15) credit hours are allocated for specific business and industry training courses that are offered under a letter of understanding between the college and the business. Several businesses, including the banking industry and the credit union industry, are taking advantage of this program. In addition, a statewide agreement is being negotiated with the US Navy to offer a similar program using US Navy training in the Engineering and Science Division.

Tinker Federal Credit Union is the business partner in the credit union agreement. Tinker Federal Credit Union, Rose State College, and the University of Central Oklahoma have signed a letter of understanding using CCUE, the Certified Credit Union Executive Program, comprised of national credit union courses that are being taught by Rose State College faculty. The agreement was negotiated and signed during the spring 1998 semester. Courses began for college credit toward the degree plan at the beginning of the fall 1998 semester. Since courses had been offered previously, but not formalized for college credit, students were able to request credit through the extra-institutional credit policy of the Oklahoma State Regents of Higher Education.

The CCUE program is developed and offered nationally through CUNA, the Credit Union National Association. Courses are evaluated by accreditation standards within the College to include faculty credentials, content, and evaluation of the courses. Although all courses are currently being taught by Rose State College faculty, adjunct faculty with credit union experience may be considered if the educational requirements are present.

Although the degree is an A.A.S. and non-transferable, the agreement was articulated with the College of Business, the University of Central Oklahoma, based on the Associate in Science transfer degree program which had been accepted for several years. Courses from the credit union are used as elective courses on the Business Associate in Science degree program. The Associate of Science degree is accepted toward the Bachelor's of Business Administration Finance degree program at the University of Central Oklahoma.

The partnership with Tinker Federal Credit Union was also expanded to employees of other credit unions. As Tinker Federal Credit Union is one of the larger credit unions in the metropolitan area, TFCU offers their training program to smaller credit unions in the area. Therefore, training is available to employees from any metropolitan credit union through TFCU.

The intent of the program is to encourage credit union employees across the metropolitan area to pursue higher education both on the two-year level and then on the university level. Plans are now in place to replicate the program to other business and industry in the metropolitan area.

Computer Service and Repair

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The computer and the Internet have emerged as revolutionary forces in our lives, demanding an unprecedented level of technological literacy from tomorrow's workers. Business and industry within the Seminole Community College (SCC) region and service district continually identify a growing number of immediate, high wage job opportunities for technicians who can skillfully perform installation, upgrades, configuration, repair, support, and maintenance of computers and network systems. Responding to meet corporate needs, which in turn creates thousands of skilled workers, SCC expanded and enhanced its existing Computer Service and Repair curriculum to serve this growing demand and accommodate the increasing number of students pursuing this career path. We also received funding that enabled us to update the computer repair labs, incorporating leading edge components and simulating a real world repair work-site. Our goal was to provide a comprehensive curriculum that emphasized "hands on" learning, teamwork, and customer relation skills.

The enhanced curriculum was designed to establish a solid foundation of entry-level skills and competencies for students interested in pursuing computer support, networking, or engineering career paths. Upon completion of the Computer Service and Repair program, students are prepared to take the A+ Certification examination, a nationally known and industry-recognized certification, and qualify for immediate employment. Students also have the foundation to continue advancing with certificate and degree exit points as indicated below*.

Curriculum Program Focus	**Occupational Completion Points* and Credits**	**Projected Employment Opportunities**	**Beginning Salaries**
COMPUTER ENGINEERING TECH ENGINEERING TECH (Information Systems specialization)	B.S. Degree	Computer Engineer/ Systems Analyst Software Developer/ Network Engineer	$25.00/hr.
COMPUTER ENGINEERING TECH NETWORK ENGINEERING TECH INFORMATION TECH Computer Info Systems Analysis Computer Programming Analysis	A.S. Degree	Computer Engineering Technician Computer Programmer Aide Systems Analyst Trainee Network Analyst Trainee Network Specialist Data Base Administrator	$16.95/hr to $20.00/hr
COMPUTER ELECTRONICS TECHNOLOGY	Community College Certificates	PC Support Specialist Technical Support Specialist Information System Technician	$13.60/hr.

SCC Computer Service and Repair

While developing the curriculum, we focused on meeting the market demand for trained A+ certified technicians with a flexible, seamless career ladder program that included day, evening, weekend, and subsequently distance learning classes. This diversity in scheduling and delivery methods meets the learning needs of individuals who may be "first-time-in-college students," working professionals, and underemployed individuals. More importantly, the program empowers Seminole County's special populations (individuals with disabilities, dislocated workers, as well as the economically disadvantaged) to pursue the program in total or in building block components. Students entering the program with little or no computer skills will gain valuable marketable competencies such as installing, configuring, repairing, and maintaining computer networks. Such sought-after skills enable program completers to secure employment with organizations that are utilizing today's computer and networking systems.

To date, our recruiting efforts include working with the Seminole County Area Social Agencies, Catholic Charities and Boys Town groups. This approach is proving beneficial as, together, SCC and the agencies are providing this population with the needed information, guidance and support to enter the high-wage field of computer support.

Since expanding the Computer Service and Repair program, enrollment has increased more than 50 percent. And, the number of SCC program completers receiving A+ certification, and those choosing to continue their education, is on a steady rise. Additionally, we continually monitor the needs of high-tech employers and customize our curriculum to reflect those changes. This ensures that our students enter the workforce with the relevant skills they need to succeed in today's rapidly changing work environment.

Workforce at South Florida Community College

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South Florida Community College (SFCC) is a mid-sized community college in south central Florida serving a primarily rural yet large geographical area. The College has led the State of Florida in its workforce initiatives through centralizing services and administration of the Job Training Partnership Act, Welfare Reform, and the new Workforce Investment Act (WIA). Florida is an early implementation state, and SFCC has been able to join the communities together in a unified effort to implement the Act and its inherent goals and initiatives.

SFCC was selected by the local Workforce Board to serve as the administrative agent, the core service provider, the one stop system operator, and fiscal agent as well as one of its largest training providers. Through coordination of efforts and joint planning and implementation, the College's leadership has been able to gain unconditional and broad support for coordination of efforts of a variety of locally based state agencies and the local private sector.

The local *Heartland Career Connection System* is just one example of partner sharing. Physical spaces, personnel, and other resources are shared among agencies to provide either full or electronic service through all partners, including regular and specialized job training and adult basic education through SFCC. The system is comprised of nine sites that provide easy access to the entire regional population. The system also highlights employment opportunities at business with specialized in-house training programs provided by the SFCC. Staff at all sites (regardless of employing agency) are regularly trained in the universal scope of services provided by all partners thus allowing staff to provide clients with an overall view of services available to them.

Cooperation between state agencies and local business and industry has allowed the College to implement customized training programs for new and expanding industries as well as provide new job creation projects for eleven local businesses through the Welfare Reform movement. The College has received and implemented more of these programs than any other college in the state of Florida - large or small. One example of this partnership is a bonus program for businesses that hire and retain welfare recipients. An example of this type of partnership is with Winlow LifeRaft company where primarily women are employed to fill positions requiring excellent dexterity to build FAA approved life rafts for intercontinental flights. Under this innovative program companies receive a special payment upon hiring a welfare recipient and a final payment after six-month retention and training.

Additionally, the College has responded to nearly every new or expanding local industry with specialized training programs either on the industry site or on campus. The College has averaged three large customized programs per year with largest lasting over a five-year company growth period. This program was responsible for training a local base of computer numerical controlled (cnc) machinists, draftspersons, and other technical occupations. As a result of the industry relationship, the program begun on site was eventually opened on campus as a regular high-wage, high-demand occupation.

Local businesses almost universally respond to the College in a positive manner and mutual efforts are enhanced through the College's flexibility. As a result of Presidential leadership and administrative, faculty, and staff "buy-in" promote incredible flexibility in the administration of finances, programming, personnel actions, record keeping, and the College's general willingness to take risks and reduce the typical bureaucracy found in higher education. This factor alone poises SFCC to respond to local business, economic, and societal conditions.

Local business and industry testify regularly to the College's ability to cut through the red tape to assist them in developing flexible and customized programming as well as providing quality employees through the regular programs and through the Workforce Investment Act and Welfare Reform programs. College administrators, faculty and staff all serve as ambassadors for the College and provide regular referrals for new business contacts and possible alliances.

The relationship with the local Workforce Board provides instantaneous credibility for the College because of the College's consistent and fair methodology of dealing on an even playing field. The College's administration of the program has virtually eliminated the "politics" of the business of workforce administration and has provided avenues for all players to have a seat at the table in planning and implementation.

In addition, the affiliation with the local workforce board and as its administrator, the College has been able to reach out to segments of a broad geographic area of service not allowed under normal funding streams. Funding through the WIA and Welfare Reform has allowed the College to implement services which eliminate some of the most basic barriers to workforce education, including sitting service for children at night and a local van pool system which eliminates transportation barriers. Services to remote and disadvantaged populations have been expanded to an unprecedented level. The cooperative partnerships developed have made it possible for nearly every person in the three-county area to access services and start a more progressive path toward educational enhancement and life-long learning.

Employer/Education Partnership Database System

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The president of the National Alliance of Business, Roberts T. Jones, argues that a "knowledge supply chain" must be formed to link employers and knowledge providers to assure that "the people with the right skills, the knowledge, and the need to be productive (are available) at the right time in the right place." Numerous other leaders support Mr. Jones' beliefs in both business and education. While randomized activities between employers and educators in an area can produce positive results, Southwestern Illinois College has taken a systematic approach to facilitate these essential interactions. A network of collaborative partnerships, documented through an Employer/Education Partnership Database System, has increased and tracked the interactions of area employers with the students and training programs of the college to forward the mission of creating a well-prepared workforce for the region. Expansion of the project through a website funded by a grant from the Southwestern Illinois Workforce Consortium will soon make the resources of the Partnership Database System available to vocational systems and schools in the college district.

Project Overview

Piloted in fiscal year 1998 the Employer/Education Database System uses a formal survey method to obtain, from employers, commitments to partner with the college in the following fifteen workforce preparation strategies: participation on advisory committees, internships, clinical experiences, workplace mentors, instructor exchanges, service learning opportunities, job shadowing, job fairs, career days, field trips, industry speakers, cooperative education, full-time and part-time employment opportunities, VIP programs, and comprehensive work-based programs. The employers also indicate their willingness to participate by level—postsecondary, secondary, or elementary. These survey results are then entered into a database, and all resulting activities are tracked. The survey method represents a more efficient method of interacting with employers as college representatives now have a tool to easily assess the willingness of employers to make broader commitments. Resources can be gathered pro-actively and are, therefore, available through the database to college faculty and departments. To date, over 2500 employers are participating. Numerous students have been impacted through the resources provided by the Partnership System. In fiscal year 1998 the initiative provided work-related experiences to over 9500 students in District #522. In fiscal year 1999 over 9800 students benefited from the resources provided by employers through the System. These numbers will continue to increase as more employer partners are added and the website makes the resources available to area schools. The number of participating employers will soon be given a boost by Belleville Economic Progress, an organization of area businesses, which has recently elected to endorse and distribute the survey to its membership and link the database to its web page.

Project Goals

The goals of the project are as follows: 1) to increase and describe the college's role in the economic development of the region; 2) to serve the community by extending outreach, and promoting interaction on multiple levels between the college, area businesses, and other organizations; 3) to build a District-wide pool of resources for the promotion of work-based activities; 4) to promote successful transitions to the workforce and completion of learners' career goals through increased availability of work-based experiences and connecting activities; 5) to increase, through linkages and collaboration, the responsiveness of the college to the local labor market; and 6) to provide an inventory of partnerships and work-related activities to support program review, educational decision-making, and analysis of business/education involvement.

Outcomes

The Partnership Database System has increased the involvement of employers in the workforce development system.

- Rapid Expansion of Employer/College Partnerships: In fiscal year 1998 over 2,000 employer partnerships were achieved. In fiscal year 1999 an additional 350 employers joined the system. So far this year the college has gained approximately 376 employers.
- Interaction at Multiple Levels between Area Business/Education, and students: In the first year of the project (fiscal year 1998) 9500 students were provided work-related experiences from ten of the fifteen strategies. In fiscal year 1999, 9800 students were provided various activities and interactions provided by employers in the Database System.
- District-wide Career Days were facilitated by Career Mentors from the Database: In fiscal year 1998, 2,516 students from 29 schools participated in career days staffed by employer mentors. In fiscal year 1999, 2175 students from 28 schools participated. This year to date, 750 students from 18 schools have attended career days with a large event planned for April 7.
- Tracking Information for Departmental Program Review, Administrators, Faculty, and Employers is Readily Available: The database format for recording of commitments and on-going entry of all activities makes data for decision-making and accountability readily available. For example, a department chairperson can obtain a report of all interactions of students and staff in that department with area employers including all employers who have listed jobs with job titles. Employers can also be provided reports of their interactions with students. Education participants and employer partners can verify participation in partnership activities and have accountability to their constituents for participation in workforce development initiatives. For the first time, data concerning employer interactions is being tracked on a college-wide basis.
- Data to Substantiate Recognition of Employer Partners: In April 1999 a Recognition Breakfast was held to in-service employer partners and to present plaques to 45 "top partners" and provide certificates to other participants. A similar event is planned for this year in March. The employer partners were also recognized in a half-page ad donated by the *Belleville News Democrat*. The Database System provided information to substantiate the activities of these employers in workforce development.

In conclusion, the Employer/Education Partnership Database System represents a new and more efficient method of supporting workforce development utilizing current staff that can be easily adopted by other colleges. College-wide consolidation of resources in the Database System saves time as inputs from many sources create a common "pool of knowledge and resources" readily accessible and available. The volunteerism and dedication of our employer partners provides state-of-the-art expertise to our students at low cost. As employers have joined the Partnership System in the Southwestern Illinois College District, the concept of employer/education partnership in workforce development is becoming a reality.

Bell Atlantic New England Next Step Program

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The objective of the New England Next Step Program is to provide an innovative, educational, skill-based degree offering that will enable Bell Atlantic technicians to stay current with advancing technology, to understand changing marketplace realities, and to enhance customer service skills. Program graduates will be an empowered, technologically competent, customer-accountable workforce committed to the value of lifelong learning.

The program is a collaborative effort between Bell Atlantic and one of its unions, the International Brotherhood of Electrical Workers (IBEW), that allows technicians to attend classes on company time and earn the degree Associate in Applied Science in Telecommunications Technology, completely at company expense. Following a competitive process, Bell Atlantic and the IBEW, in July 1995, selected Springfield Technical Community College (STCC) to serve as lead college to launch this unique educational initiative in the New England region. STCC established a coalition of public two-year partner colleges in the 5 states served by Bell Atlantic and is responsible for the program's operation and administration, with instruction offered by 10 colleges at 12 sites.

Employees must complete 60 credits, equally divided among Liberal Arts and Sciences, Electrical/Electronics, and Telecommunications. They attend class one day a week for 8 semesters over a four-year period. The program is particularly concerned with methodology and Bell Atlantic has committed significant fiscal resources to ensure that the degree is competency based, learner centered, and contextually focused. The curriculum incorporates corporate-identified "umbrella" competencies in critical thinking, problem solving, team building, customer focus, and quality improvement, in addition to those usually associated with a technical degree. Current enrollment stands at 625, with the program's first graduates (95 in number) scheduled to receive their degrees in May.

The New England Next Step Program is a true collaborative effort, as evidenced by the diverse coalition of partner colleges throughout the region. This collaboration is exemplified as well by the close interaction among Bell Atlantic personnel (both management and union) assigned to the program, STCC program personnel, and partner college representatives. Beyond frequent informal contact, at least twice a year these groups meet to discuss program operation and resolve outstanding issues. Faculty curriculum committees, with representation drawn from New England partner colleges as well as from those in the New York sister program, meet periodically through the year to develop and continually refine the curricula. In addition, the corporation sponsors annual multi-day institutes which bring together the New England and New York faculties to resolve curriculum matters and to participate in professional development activities to enhance disciplinary knowledge and instructional methodology.

Other distinguishing program features include: a common syllabus and common principal text(s) for each course; and a virtual learning environment, with students and faculty networked on notebook computers through Lotus Notes. This environment, which is a critical component of each course, ensures that extensive learning activity occurs between class days through assignments and student and faculty communication.

Bell Atlantic's fiscal support for the program is broad based and includes tuition, fees, and textbooks; notebook computers, course software (for example, Microsoft Office, MathCad, and Electronics Workbench), and calculators for students and faculty; and semester stipends to partner colleges for administration and curriculum development. The corporation's support to STCC for the first four years of the program is approximately $7.5 million.

The Program's impact on enrolled employees is noticeable and positive. Employee interaction within and outside the classroom has led to an understanding of, and appreciation for, the work responsibilities of the various craft ratings within Bell Atlantic. The common bond among employees seeking to meet the challenge of the rigorous curriculum has provided a strong foundation for many of the umbrella competencies. In addition, employees have noted the reawakening of the desire to learn, and the value of the course work in providing the much needed theory to under-gird their previous training and to assist them in their current work assignments as well as to prepare them for those of tomorrow.

This corporate education initiative has had wide-ranging impact at STCC and the partner colleges. The program provides a rich array of faculty development opportunities for the partner colleges where resources for this activity are severely limited, if available at all. Faculty institutes, curriculum meetings, and exposure to Bell Atlantic's state-of-the-art telecommunications resources are supplemented by semester stipends to the partner colleges for strengthening faculty skills and broadening their knowledge in support of the program. This enhancement of faculty expertise has spilled over to other curricula as well. At STCC, for example, the experience of incorporating notebook computers into the program's instructional methodology served as the foundation for the college's receipt of a state grant to extend the virtual learning environment to other courses and faculty. Most significantly, the New England Next Step Program served as one of the principal bases for the college's successful competitive application to the National Science Foundation (NSF) to create the Northeast Center for Telecommunications Technology. This center is only one of nine NSF National Centers of Excellence in Advanced Technological Education and the only one to focus on the critical telecommunications technology field.

The New England Next Step Program is a replicable model. It is a cutting edge example of a corporation and one of its major unions responding to the challenge of preparing employees for increasingly complex technologies, thus ensuring the corporation's role as a leader in the information age. While the curriculum content of the model would be determined by the needs of the particular organization, the development, delivery, and support of course work and administration as presented in the Next Step Program could be readily duplicated. Major factors to ensure the success of any model are the same as those for the Next Step Program itself. These include a committed corporation and an interested workforce; college faculty and administrators receptive to challenge and change and to alternate methods of instruction; and, above all, a willingness to adapt and adjust to unforeseen problems.

Workforce Development-Business/Industry Partnerships

Tidewater Community College
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A highly innovative partnership began between Tidewater Community College (TCC) and the Chief of Naval Education and Training (CNET) in January 1999.

The Local Training Authority Hampton Roads (LTA HR) acts as the agent for the Chief of Naval Education and Training (CNET) identifying, certifying, and managing non-traditional sites and developing homeport training. The LTA HR's relationship with TCC has directly resulted in a number of cost-saving programs. These programs have brought U. S. Atlantic Fleet sailors to various courses held on TCC Campuses, and a number of TCC instructors to classrooms and labs located at Navy sites. The development of this mutual cooperation has been a "win-win" experience for both institutions and has been recognized by community college management and U. S. Navy authorities as a pattern for others to emulate. In other Navy training districts across the United States, the TCC-CNET model is being copied as the benchmark for success.

Part of this success story is based on the flexibility and creative energy that has led to formal training agreements between TCC and CNET that have brought sailors to the TCC Culinary Arts School in downtown Norfolk for General Mess Operations, Private Mess Operations, and Public Quarters Flag Mess training. Twenty-one classes were held during the calendar year 1999 with a throughput of 186 sailors generating 112.2 full time equivalent students (FTES). Before this program, Atlantic Fleet sailors were limited to San Diego as a training site for similar courses. Because of the TCC Culinary School's successful effort to develop curricula and staff capable of meeting Navy certification prerequisites, the Navy is realizing considerable savings in expenditures and maximizing quality of life issues for its sailors by allowing them to get their mess training in their home area. Student critiques and onsite evaluations conducted by LTA HR staff underscore the quality of these courses. This is further evidenced by a growing demand throughout the Atlantic Fleet to enroll in TCC's Culinary Arts program.

The TCC-CNET partnership has also been successful at the Fleet Training Center, Norfolk (FTCN)'s Air Conditioning and Repair School (AC&R) where a number of former Navy subject matter experts have joined the TCC faculty to teach 18 credit hours of course work per convening. In calendar year 1999 there were 14 convenings with a throughput of 192 sailors generating 231.13 FTES. Navy AC&R students are now profiting from the practical and theoretical experiences and skills offered by these seasoned instructors. Once again, data from student critiques and onsite evaluations show a very positive and mutually rewarding training experience.

FTCN has also welcomed TCC instructors at its Electrical "C" School. Seven different subject areas, including 50 class sections with a throughput of 172 sailors generating 79.4 FTES in 1999, are receiving high marks and praise from Navy students and LTA HR evaluators as well for innovation, quality of instruction, and currency in subject matter and laboratory experiences. FTCN Supply School has twelve courses now being taught by highly skilled, former Navy instructors who once again bring a broad range of academic as well as real-life experiences to the podium. In 1999, the throughput was 492 sailors in 64 different classes generating 200.6 FTES. Navy students once again profit from the vast experience that can only come from experienced instructors who skillfully blend their lessons-learned with the requirements of Navy curricula.

Another product of the TCC-CNET partnership is currency and curricula revision whereby TCC's civilian instructors are working side-by-side with Navy subject matter experts to ensure sailors are getting the most up-to-date training possible. TCC and LTA HR have developed a very close working relationship to ensure the Atlantic Fleet that sailors completing TCC courses are ready and able to meet their shipboard work requirements. This mutual trust, professional respect, and dedication to the training of the Atlantic Fleet have underscored the entire TCC-CNET process and development of the partnership.

Taking just a snapshot of calendar year 1999, there was a throughput of 1,042 sailors taking 205 classes (794 credits) generating 623.33 FTES. Throughout the last eighteen months, TCC administrators and the LTA HR directorate and staff have been available to discuss further innovations and quality improvements that will have Atlantic Fleet-wide, and gradually, Navy-wide implications. Because TCC instructors have taken an "ownership and excellence" attitude toward their Navy courses, both course curricula revisions and technological innovations are now in the process of being identified and considered for long-term improvement in a number of courses described above. When all of the TCC instructors become Navy certified, we will have at least 25 full time instructors working twelve months per year fulfilling the Blanket Purchase Agreement (BPA) with CNET.

Another positive feature about sailors taking courses through TCC is that these college courses can be applied to a career studies certificate or an AS degree which in turn could lead toward a BS degree. This opens up another avenue for career advancement for the sailor in the Navy.

Based upon this history of joint TCC-LTA HR cooperation, Atlantic Fleet training has been significantly improved. These training improvements are already having a direct effect on Atlantic Fleet readiness and therefore are a valuable contribution to the nation's national defense effort. The future of the TCC-CNET partnership looks bright for further course additions and innovations.

Personal Trainer Certificate Program

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The 30-hour Personal Trainer Certificate Program is an innovative curricular project in the Department of Health and Physical Education through the School of Arts and Sciences. This program is a leading edge training curriculum providing educational background specific to individuals pursuing job opportunities in the sport and fitness industry. It also provides the foundational knowledge and skills for certification testing and accreditation by certifying boards such as the American College of Exercise.

In the late 1980's the sport and fitness industry became big business on the East and West Coasts, and more recently expanded to the Midwest. This expansion has contributed to the increase in the number of sport/fitness facilities and created an explosion in the need for trained staff at all levels, especially for those with skills and knowledge in enhancing improved body performance.

For the most part, personal trainer-type programs are submerged in kinesiology curriculum at four-year institutions and the typical graduate of the four-year program does not seek employment as a personal trainer. In contrast, the prominent fitness centers in the Chicago area often provide brief, in-house training for their employees combined with work responsibilities. These divergent approaches to meeting the needs of the fitness industry gave rise to the certificate program at Triton.

Our research at the time indicated that there were no Personal Trainer Certificate Programs within the community college system. The challenges in creating the program were numerous and led to a unique program.

First, it is unusual for a college transfer area to offer a certificate program. Traditionally transfer programs have provided the necessary coursework for students seeking transfer to other colleges and universities, and supportive coursework for career programs. Typically, students in our district must work and attend school part-time and a liberal arts student could earn a certificate that would permit the student to have credentials to help earn their way through school. This curriculum has provided a new direction for Arts and Science students.

Secondly, a latent result has been that through the development of an advisory committee, the department has access to leaders and business people in the sport/fitness industry. This has already led to improved opportunities to create potential work-ties for completing students and a network to participate in the creative process to develop further programs.

Finally, the curriculum represents a creative combination of existing transfer courses with the development of several new courses allowing the Department to expand course offerings to all students in physical education and electives in the Associate Degree Program. Including the new courses, all currently transfer as part of the IAI core and/or serve as electives in the AA/AS degree programs.

The required coursework consists of the following courses: Introduction to Human Physiology, Science of Personal Health, Weight Training, Foundations of Exercise, Introduction to Biomechanics, Athletic Training Techniques, Introduction to Sport Management, Introduction to Effective Speaking and Exercise, Testing and Prescription. Additionally, six hours of electives are also required.

Finally, in researching and discussing the program with certifying agencies, the curriculum prepares students for testing with ACE (American College of Exercise), thereby expanding student employment options and credentials.

The Benchmarks for assessing the effectiveness of this program is the following: (1) recruit 5, 10 and 15 new students each year for the next three years; (2) have at least 2 and 5 students complete the program by years 2 and 3, respectively; and (3) survey graduates for job placement, perceptioh of program quality, and the number receiving ACE or ACSM certification. Program changes are expected over the next three years to provide better basic foundation material.

The program requires little in terms of equipment if an exercise facility exits on campus. Classes should be restricted to about 15 unless there is sufficient equipment. Most classes can exceed 15, however the Exercise, Testing, and Prescription class should not exceed 15 if students cannot be placed in the facility to work with patrons. Using the campus fitness center as a training area for patrons should provide an added benefit in recruiting community members to register for the use of the facilities. The curriculum is easily transported to most community colleges in the state.

This certificate is a rare opportunity to expand physical education curriculum at a time when it appears that we are focused as a nation on becoming couch potatoes and as academics non-inclusive of the development of the body as part of a rigorous, academic curriculum.

Volunteer State Community College—Opryland Hotel Culinary Institute

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The business/industry partnership between Volunteer State Community College and the Opryland Hotel Culinary Institute is a highly successful and innovative program that can be adopted by other colleges.

The College and the Culinary Institute formed the partnership in 1992. Prior to 1992, the Institute offered a three-year Chef's Apprentice Program approved by the American Culinary Federation (A.C.F.) and the U.S. Department of Labor. The College had a number of ties with the Opryland Hotel prior to this partnership formation, offering courses to employees on and off site. The Institute sought assistance in providing a broader based education for the apprentices and increasing the program retention.

The Culinary Institute and the College both employ a full-time coordinator, and these individuals work together on a daily basis. The three-year, full-time program includes 6,000 hours of apprenticeship experience that must be scheduled in rotation through a number of A.C.F. required work experiences. A block of hours is set aside for required credit instruction each week that is provided on site at the hotel by college faculty. Each year a class of students is admitted numbering between 20-25. Approximately 70 students are in the program on a continuing basis.

Formal coursework for college credit is offered in the Hospitality Management discipline as well as the required General Education courses. Completion of the three-year program results in students being graduated with the Associate of Applied Science degree in General Technology with a Culinary Arts Concentration. Graduates also receive the designation of Certified Cook (C.C.) from the American Culinary Federation as well as the Hotel Culinary Institute diploma and supporting professional certifications from the National Restaurant Association.

The innovation that marks the program includes several ongoing partnership efforts that have been created to make the program flow smoothly for the Institute, the College, and the students. Applicants are screened and interviewed by a team composed of college and hotel employees. While the chosen apprentices are full-time employees of the Hotel, they are also Volunteer State students. Thus, the Hotel allows the College as a partner to assist in choosing the employees/apprentices.

The advising and monitoring necessary for the apprentices is also a shared responsibility between the two coordinators. Academic progress and apprenticeship progress are reviewed jointly by both coordinators. Support for apprenticeship training and college educational instruction is provided through a constant team approach.

Although nearly all of the instruction is provided to the student apprentices on site at the Hotel, apprentices can be seen on campus using academic tutoring services and selling world-class baked goods to support the cost of culinary competition. The apprentices also are involved from time to time in catering lunches and dinners on campus at cost for our advisory committee meetings and preparing and serving meals for an inner city mission.

This partnership has been strengthened with several additional innovations. The College has installed and maintained an instructional computer lab for student use at the Hotel in a designated classroom. The Institute's graduation ceremony at the Hotel and the College-wide graduation on campus both involve and highlight the partnership. On several occasions graduates of the program have been used as adjunct faculty members.

The primary measure of success in the program is with two indicators. The retention has more than doubled to 85% in the six years the partnership has been in existence. The placement rate for graduates has been maintained at 100% for all four years of graduates. An employment area that is in continued need of highly skilled and well-rounded workers has been served by the partnership. Graduating apprentices face no continuing employment obligation to the Hotel, have had all tuition, fees, and books purchased, and have been earning a wage throughout the program.

We feel existing programs in apprenticeship can use this success in forming an excellent business/industry partnership with existing apprenticeship programs.

SealMaster Bearings (Industrial Training Partnership)

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Background

In 1992 representatives from Waubonsee Community College, SealMaster Bearings, and the company's representative union, United Auto Workers Local #1656, met to discuss a plan to upgrade the basic skill levels of SealMaster's employees. The college formed an audit team to assess the company's hourly employees, and the end result indicated a need to provide instruction in reading, math, and English as a Second Language. Eight hourly workers at SealMaster formed to create a Mission Statement and governing rules to approve instructional content.

To facilitate this training, SealMaster and the college formed a partnership, and SealMaster applied for the Secretary of State Literacy Grant, which it received in 1992. Governor George Ryan (the Secretary of State) visited the site and the British Broadcasting Corporation videotaped the program in action. Since 1992, 17 employees have completed their GED and the program has grown from 60 on-shift participants to 70 who now attend off-shift.

In 1995 Valley Industrial Association (VIA) joined the training partnership, and SealMaster, now ISO certified, shared in the Industrial Training Program (ITP) grant held by the VIA. This funding allowed SealMaster to hire a qualified trainer to teach employees about specific production equipment and quality initiatives and blueprint reading and shop math were added to the basic skills programs. Since 1995, the company has taken advantage of the VIA-ITP grant each year, which allows them to offer a wide variety of classes.

By 1997, SealMaster recognized that cell manufacturing was becoming the preferred mode of operation. Instruction in team building, problem solving, and communications were added to the company's Workplace Learning Program. These opportunities were made possible by funding from the VIA, approval of the UAW, and program management by the college. At this point, the Illinois Manufacturers' Association (IMA), Illinois Chamber of Commerce (ICC), and the Prairie State 2000 Authority began to partially fund (without overlap) SealMaster's technical programs. With these organizations in place, outcome goals were established. The goals were to train employees to operate all equipment within a cell and to teach team communication skills. The associate dean for Technology at the college and SealMaster's management team worked together on the curriculum and the Workplace Committee served on a panel to present information about their company's program to 20 local companies. This presentation was hosted by Waubonsee Community College.

When representatives from the UAW, Waubonsee, and SealMaster attended a workplace conference in 1997, they came to realize that their training partnership was a premier program. After the conference, many new program ideas, i.e., AutoCad, CNC, a computer lab, and manufacturing process classes were presented to the Workplace Committee. And, although all of the classes are inventive, the manufacturing processes class is the most innovative. With this instruction, employees would learn a global perspective of the process, which is necessary to be promoted to the cell environment. This idea was submitted to the Workplace Learning Committee and they agreed that this type of class would benefit employees seeking a promotion.

A former SealMaster employee, who is now one of the college's Adult Basic Education trainers, was selected to partner with the Marketing and Engineering managers to develop content for the class. In the process, the Marketing department provided training for the college's trainer in the current and future trends to round out the content of the class. After detailed preparation by the partners, the manufacturing process training was taken to the plant floor. As part of the learning process, SealMaster transported their employees-in-training to a customer's facility to see how one of their products was used in an off-site manufacturing process.

By the end of 1998, the partnership had successfully established three cells, and cell members were acting as a team. In addition, a computer lab with 12 computers was set up. The computers were networked and Internet training was introduced. Through this opportunity, employees are able to go beyond SealMaster's boundaries to generate new ideas and expanded thought. The employees continue to play an important role in developing the curriculum content of the program.

The Future

As this partnership looks to the future, it is evident that the SealMaster's employees participating in the program have integrated a global perspective into their daily lives. This effect is evident in the successful development of their workplace community.

On February 14, 2000 SealMaster employees will have the opportunity, once again, to begin classes. The offerings have grown from five Basic Skills classes to: Windows 95, Word, Internet, PowerPoint, SealMaster's Intranet, Metallurgy, Blueprint Reading, Shop Math, AutoCAD, CNC, and SmartCAM. Waubonsee Community College will continue to conduct evaluations of each class to seek ideas for change and new content as the partnership continues to grow and enrich all of its participants.

Waubonsee Community College—Caterpillar Inc. Manufacturing Internship Program

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Program Description

Program Objectives — The manufacturing internship program developed between Caterpillar Inc. and Waubonsee Community College (WCC) is geared to provide students with insight and opportunities in the field of manufacturing. The program offers a combination of academic and hands-on technical experiences.

During this two-year internship, students can earn their associate degree from WCC in a manufacturing field while working through four different rotations within Caterpillar. Rotations may include assembly, machining, detailing/drafting, quality control, planning/processing, machine programming, and information services. Additionally, students are exposed to many other aspects of business such as public speaking, resume writing, and mock interviewing. Being involved in many aspects of Caterpillar will produce potential employees with a well-rounded view of the business environment. In recruiting for this program over 2000 students from the 20 school districts that feed into WCC have been educated about the growing need for technical skills and the importance of a good work ethic. Caterpillar and WCC representatives have given these students an awareness of career opportunities in the manufacturing industry.

Target Population — This program is designed for students with average grades (2.5 grade point average) who are hard working and have skills that may traditionally be overlooked in the academic realm. Students are required to have good attendance (not more than ten absences during their junior year). Additionally, Caterpillar pays 100% tuition and fees at Waubonsee Community College for students chosen for this internship. This assistance greatly reduces the burden for the 28 families involved, who may never have expected their child to attend college.

Measurable Outcomes

Milestones — In 1995, two students were enrolled in the manufacturing internship program; now 20 students are supported by this initiative. As of this spring, 17 students have earned their associate degrees from WCC. The students who have graduated from the program have been very successful. Three of the students are currently pursuing their bachelor's degrees at universities, and four are full-time employees at Caterpillar. One of the newly hired Caterpillar employees has already been promoted and has relocated to a Caterpillar facility in Georgia. Our interns have also gained academic prestige by earning a fellowship at Argonne National Laboratory and the *Governor's Award* for a perfect GPA. The accomplishments of this program are obvious through the continued success of our graduates, and their leadership in scholastic programs, extracurricular activities, and as state and/or national officers for Skills USA-VICA. Through Caterpillar-sponsored membership, travel and learning opportunities in such organizations produce benefits that are immeasurable.

Meeting Local Industry Needs

A School-Business Partnership — This partnership provides educated, "semi-skilled" students for our local workforce. With approximately 68 percent of the new jobs in our area requiring skilled labor, our community wants to keep productive people in the local area instead of losing them to jobs elsewhere. This innovative program provides a bridge for students into the workforce.

Today, many students are unaware of the need for technical skills in today's labor market. This program provides them with the current labor market information and the educational tools for these positions. It plays an important role in meeting employer needs for skilled labor positions.

Partnerships formed within the WCC district include direct involvement and support from the Illinois Valley Vocational Center, the Fox Valley Career Center, East Aurora High School, West Aurora High School, and Oswego High School, to name a few. These partnerships have proven to be an integral part of the knowledge chain in shaping and updating learning methods. The communication links provided by this program allow continual feedback not only from program administrators, but also from the interns regarding technical and soft skill training, as well as ways to improve teaching methods and theories. Every student provides another view that directly mirrors the program they came from in high school, which in turn gives teachers the much-needed follow up of their curriculum.

Partner Involvement — Each link in the partnership provides a phenomenal amount of time and resources to ensure the success of the program. Through grant funding WCC has put forth approximately 500 hours per year, along with approximately $70,000 during the duration of the program. These funds support the ETC coordinator and specially dedicated counseling services offered to interns. Caterpillar supports the program with approximately 3,500 hours per year and has invested over $1,250,000 providing tuition, fees, mentoring, extra training classes, club membership, sponsorship, and travelling costs associated with the 28 interns. Caterpillar also provides worker's compensation insurance for these students. It is also estimated that high school counselors spend approximately 150 hours on a yearly basis coordinating school visits, on-site presentations, and informational mailings to seniors who meet the program's requirements.

Decision-Making — The partners share much of the decision making involved in this program. Decisions are made regarding the presentation of material, the program's focus, the targeted populations, needed administration, and continual improvements. The Valley Education-to-Careers Partnership, on behalf of Waubonsee Community College, facilitates school recruitment visits, acts as liaison for the application process, provides a contact person for the program, and serves as the primary contact to get the students enrolled in classes. It also provides a follow-up system for students in case special tutoring is needed. Caterpillar is responsible for orientation and training within the plant, scheduling the students to the various work station rotations during work hours, compatible with their college classes, and providing on-the-job mentoring. Caterpillar has the final decision as to who they will hire into the program, once a student meets the WCC academic requirements and completes the initial screening process. The Manufacturing Internship program is a cooperative effort between high school counselors, the Waubonsee Community College ETC coordinator and staff, and representatives from Caterpillar Inc. This program fosters student and parent interest in the internship program, as well as in careers in the manufacturing industry as a whole.

Supporting Functional Independence Of Community Members While Training Occupational Therapy Personnel

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The certified occupational therapy assistant graduates of Wright College can only be regarded highly if they match or exceed the needs of their consumers and employers in a competent and forward-thinking manner. For ongoing success, an occupational therapy practitioner entering today's job market must be prepared with a skill set that can be adapted to rapidly changing models of healthcare service delivery. Employment settings emerge and disappear in response to funding increases, decreases, and shifts. Adaptability can lead to continued marketability. Occupational therapy is a profession that strives to support individuals in the successful adaptations needed to function in life's daily living tasks. Wright's OTA Program embraces the philosophy of the profession by offering its students unique training opportunities in the service delivery settings of today and tomorrow. Practitioner training is designed to meet the competencies stated in *Practitioners for 2005* as outlined in the Pew Professions Commission 1991 report.

In addition to a two day per week clerkship during the didactic portion of the program, every OTA student must complete two full-time internship placements, each one eight weeks in duration. Traditionally, occupational therapy assistant students have followed a longstanding mentoring process. An internship would occur under the guidance of an experienced occupational therapy practitioner; role modeling was viewed as the only desirable means of producing well-prepared occupational therapy graduates. A number of significant changes in the healthcare arena have resulted in a decline in the availability of these mentoring traineeships. Practically, the occupational therapy practitioners of the future will have less and less access to the traditional supervisor/mentor. To best prepare Wright OTA graduates, the OTA Program has embarked upon a new and innovative training model, partnering with agencies and institutions providing services to previously underserved populations.

From the onset of students' participation in the OTA program, they are presented with learning activities that will help them refine their critical thinking skills and translate them into the professional domain of clinical reasoning. Small group learning and problem solving requires student teams to define a learning issue, determine and divide task responsibilities, and critique the efforts of peers. As each student progresses through the program, they meet these same challenges in multiple contexts. They apply the process hypothetically to variable work settings, cultural groups, and individuals of varying ages and disabilities. Students become empowered as effective problem solvers, decision-makers and team members. Each student must then have a training opportunity to put into practice what has been developed in the classroom setting. To do this, the OTA Program has partnered with community-based programs that do not currently employ occupational therapy practitioners.

Wright OTA students have pioneered their services in day programs for young adults with chronic mental disorders, older adults experiencing the impact of Alzheimer's Disease, and persons living in community settings who have developmental disabilities. In each setting, after students have acquired a working knowledge of the program, the students work in pairs to introduce new therapeutic activities and groups that introduce occupational therapy services. Students are responsible for developing functional living skills programs that address consumer needs, identifying required resources, and initiating the interventions. They must meet with staff, including a designated on-site supervisor, to explain the rationale for their interventions, and continually report on consumer responses and outcomes. Each student also is responsible for communicating during a weekly supervision session with an experienced occupational therapist, who functions in a consulting role. In this way, the student gains experience in conceptualizing his efforts and communicating professionally. The student does not wait to be guided by the consulting supervisor, but must know how to actively utilize the supervisory process to aid in his professional growth.

An exciting outcome of these Wright OTA Program internships has been the emergence of newly created positions for occupational therapy assistants. Several agencies have been so impressed by the results produced that they now view occupational therapy as a vital service for their clientele. The Wright OTA Program continues to seek out more of these opportunities for our students. We look forward to seeing them assisting people in homeless shelters, fall prevention programs, and parenting skills groups. We are preparing practitioners for the future.

SECTION II

EXEMPLARY INITIATIVES IN ENHANCING STUDENT LEARNING

PROGRAM AWARD WINNER

Instructional Design Development Program
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Today's teaching—to borrow a phrase from the TV commercial—"Just isn't your father's Oldsmobile." Education now lives in a world light-years away from that of just a generation ago. In response to major changes in teaching-learning theory, the growing impact of technology, and new expectations of our students, Cuyahoga Community College has begun the large-scale infusion of modern instructional design skills among its faculty and staff—an eighteen-month, five-course certificate program for fifty participants. These participants will, in turn, mentor two others, leveraging the impact of the program.

It's a truism, of course, the nature of teaching and learning has changed! Most of us in community college teaching learned to teach by imitating how we ourselves were taught. In many instances, developing a lesson plan was as simple as opening the textbook to the table of contents and just working our way through to the end. Until now, the textbook has often governed our objectives, our pacing, and our presentation.

But the world has changed around us. Our students are to a large degree different, taking more control of their learning, choosing when and how they will learn. Students now want to learn not just in the classroom, but also at home or on the road. They want to learn at their own pace, in variable length courses, with or without an instructor. Similarly, the changing nature of learning theory has begun to move us into new relationships with our students and our subject matter. Technology has created a whole new range of options for the learner, putting more and better information (much of it digital) directly in their hands.

Cuyahoga Community College has sought to enhance the development and implementation of its technology infrastructure to support enterprise-wide initiatives and directions within the academic and administrative areas. In fact, since 1993 the College has invested more than $22 million dollars in new technology that has resulted in college-wide connectivity and Internet/intranet access for our students, faculty, and staff. This does not include our ongoing investment in technology learning centers on each campus, which represents millions of dollars of investments in student use of technology-based learning applications. In order to meet increasing demand for technology tools and utilization, the College has initiated a number of capital projects related to network core upgrades as well as appropriate hardware/software applications.

But we have discovered that leveraging technology really demands investing in people. Designing purposeful and effective instruction for our students, taking into account an almost bewildering array of variables, demands new skills. Technology can no longer be just an add-on; it must be fully integrated into the fabric of the instructional design throughout the curriculum. Faculty must learn both how to operate these new technological wonders and how best to employ them in the service of course objectives.

Thus, we have begun offering free of charge to fifty participants (faculty and some staff) a complete five-course certificate program in Instructional Design/ Technology beginning the week of January 18, 2000. A total of fifteen hours of graduate instruction will be delivered to the CCC campuses in a distance-learning format by Kent State University faculty. Five courses in instructional design theory and specific technologies have tentatively been identified: Instructional Design (basic), Designing Visuals, Instructional Design (advanced), Instructional Uses of the Internet, and Authoring Tools. Some will be offered by videoconference (VTEL), others over the Internet. Of great importance is the opportunity for faculty (most for the first time) to experience courses offered at a distance, creating new instructional models on which to draw.

Each of the fifty participants will then work as part of a development team to mentor two others to develop a deep and sustainable pool of expertise among faculty and staff. This development of a pool of faculty expertise in instructional design is the second of three essential components in leveraging CCC's significant expenditure on technology. First, the College has created at each campus an Academic Excellence Center (Faculty Resource Room) housing some of the most advanced technology. Available for faculty experimentation and development are high-end computers, scanners, digital cameras and camcorders, printers, audio and video editing equipment, books, and videos.

As faculty members develop their expertise in instructional design, however, we will add the third critical component—the faculty-mentoring network as the programmatic link that will tie it all together. As part of their acceptance of admission to the program, all participants agreed not only to incorporate their learning into their own teaching, but also to mentor two other faculty members. Thus, we will be creating a large team of faculty and staff to build new curriculum. Among the elements of that team are the following:

- 50+ faculty and staff trained in instructional design
- The Campus Computer Consultant (one faculty member on each campus)
- Web Librarian (one faculty librarian on each campus)
- Graphics Designer (one on each campus)
- Student Support Team

As we envision it at this time, the Web Librarian, under the auspices of the Office of Faculty Development, will help provide programmatic leadership at the campus level to focus the energies of the team.

As the program develops, evaluation will be conducted both by Cuyahoga Community College and by the faculty of Kent State University. Soon after the spring semester begins, the participants will meet with the Director of Faculty Development to plan the schedule for the remaining offerings and to set up the mentoring program to extend the learning to other faculty at the College. CCC will establish both formative and summative evaluations of the certificate program and the degree to which it impacts instruction, and a final report will be written at the end of the program. The Kent State faculty will also do an evaluation of the extent to which the principles of instructional design are integrated into the participants' own teaching and the degree to which participants are successful in mentoring others. Participation in KSU's evaluation was also made a condition of enrollment in the program. Based on the success of this program at CCC, Kent State will then offer this innovative, customized certificate program for other schools and colleges in Ohio.

This program will create a new locus of energy and excitement for curriculum innovation among faculty, and students at CCC will enjoy not only improved instruction, but also increased variety in the way in which they engage in and take control of their learning.

PROGRAM AWARD WINNER

Enhancing Student Learning with Web-Based Workplace Education

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In fall 1999 Lexington Community College zoomed to the top of registration in the inaugural semester of the Kentucky Commonwealth Virtual University, enrolling over 100 students in undergraduate library science courses. The success of the LCC/KCVU pilot program was particularly interesting because it was a program with no degree or certificate, no faculty, and no institutional budget.

Background:

By state law, Kentucky public library employees must meet educational requirements for certification. For over 20 years the Kentucky community colleges have had a library science curriculum, but it was always difficult to get sufficient enrollment for the courses to be offered. Travel to a community college campus was difficult in rural areas. Scheduling to suit the needs of students from multiple counties was always a problem. Moreover, it was difficult to find adjunct instructors who could teach daytime courses. In 1998, of 1200 public library employees, only approximately 700 were properly certified.

Time for Alternative Delivery:

For spring semester 1998, the Lexington Community College library director, working with two state library regional librarians, developed an on-line library reference course, hoping that perhaps 15 to 20 students statewide might enroll. 64 students did enroll and all 64 completed their first web-based course. And they asked for more.

The LCC library director taught the first course on an overload basis. She used the existing University of Kentucky web server to mount course materials and students communicated via e-mail and a course mailing list. In subsequent semesters, adjunct instructors have taught additional courses. There were no start-up costs, either for distance course development or for technology.

With a pilot project grant of $15,000 from the new Kentucky Commonwealth Virtual University, in 1999, LCC has developed additional web-based library science courses and uses the KCVU-Eduprise.com distance learning software and server.

The Results:

One rationale for the KCVU grant application was that the courses would provide education and training at the grassroots level for public library employees who would be providing library services, especially the on-line resources of the Kentucky Commonwealth Virtual Library, to other KCVU students. By January 2000, almost 400 students from 80 Kentucky counties have taken the LCC on-line library science courses. Thus, already over half of Kentucky's public libraries have employees with first-hand experience to help distance learners in their local communities.

LCC is using the success of the on-line library science courses to guide development of its distance education plan. With significant on-campus growth over several years (e.g., 11.5% enrollment increase in fall 1999), the college must devote primary attention to its traditional on-campus academic mission. Thus, college distance education initiatives should be directed towards demonstrated workplace education needs and unique on-line course offerings. For example, an on-line course we would like to develop is an architectural technology building code course for county building code inspectors. A unique liberal arts web-based course we are currently developing is a Kentucky literature class, which will draw statewide interest.

Another result of the successful library science distance courses is the work-in-progress establishment of a certificate program in library/information science, the first certificate program for the College. Subsequently, Lexington Community College will develop guidelines and procedures for certificate programs using this first program as a model.

A significant teaching and learning outcome has been the enhancement of the concept of learning communities within these distance courses. The students have been able to extend their concept of colleague through meeting other library employees on-line. However, the real development of learning communities with these adult students has been to involve their workplace colleagues and their family members in their on-line course work. The service learning assignments are designed to have the students share their homework with others in their libraries and even with their spouses and children.

Truly the undergraduate library science courses at LCC are an exemplary initiative in Kentucky community college education as well as distance web-based education. The courses serve a needed workplace education community that can support distance education classes. Furthermore, the courses are affordable for the College to offer and affordable for the students to take. This distance learning initiative has solidified a working relationship between public libraries statewide and Lexington Community College. And the courses serve as a model for further developments in distance education and certificate program development for workplace education.

PROGRAM AWARD WINNER

Service-Learning Program

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Less than six years ago "service-learning" was an unfamiliar concept to most Miami-Dade Community College faculty, students, and administrators. Most community agencies had never heard of service-learning, and there was no mechanism in place to train the volunteer coordinators at these agencies. However this began to change in 1994 when Miami-Dade Community College (M-DCC) began a formal initiative to support the involvement of students in active learning experiences that at the same time provided direct benefits to South Florida communities. Over the last five years, M-DCC has developed a program that involves thousands of students each year in the reciprocal process of service-learning in which the class curriculum informs the service and the service experience in turn informs the curriculum.

Since beginning our formal service-learning program in September of 1994, more than 10,000 M-DCC students have completed service-learning projects, contributing more than 220,000 hours of service to approximately 400 community agencies through courses taught by more than 160 M-DCC faculty members. The project has achieved success through the committed efforts of a college-wide management team, a corps of dedicated faculty who believe in the pedagogy of service-learning, and a very supportive administration. The program's extensive research has demonstrated that the project has resulted in enhanced student learning, a re-energized faculty, and a strengthened commitment to the ethic of service by the overall institution.

To build our program, which now involves approximately 3,000 students and 90 faculty each year, we undertook a number of steps. We offered small faculty mini-grants the first three years to attract and recognize outstanding faculty, and as a means of giving faculty operational funds to support their students' service-learning projects. We also implemented an ambitious marketing plan that entailed making formal presentations on all of our campuses. We created a faculty coordinator position to ensure that service-learning would be faculty-led, and we hold regular training sessions for faculty to train them how to connect out-of-class service experiences with their teaching and learning objectives. Topics include the pedagogical philosophy of service-learning, curricular integration, reflection, assessment, and the role of the Service-Learning Center. We also organize "brown bag lunch" sessions to provide a faculty forum to discuss service-learning issues.

Student voices and student recognition have played a key role in the development of our project. A "Service-Learning Student Ambassador" program involves outstanding students in leadership positions in the Service-Learning Centers on our three main campuses. Each term certificates and letters of appreciation are given to students who participate in service-learning classes, and two scholarship endowments have been created to reward outstanding service-learning students. We regularly send students to state and national service-learning conferences.

Service-learning also depends on strong partnerships with community agencies in order to ensure that students have meaningful opportunities to serve and learn. In order to become an approved service-learning site, an agency must meet with one of our staff, attend a 2.5 hour training workshop, and prepare a detailed "service-learning opportunities" description. The workshop is especially important due to its emphasis on the academic nature of the service-learning partnership and the role of "agency supervisor as educator." During the last five years, we have trained more than 300 agency supervisors from approximately 230 community agencies. Agency training is done at least one time a semester due to the high turnover of volunteer coordinators.

Our current network of approved service-learning sites includes 182 community partners. We contact every one of these agencies before each semester to confirm their information and make sure they are expecting our students. We share this list with the other college/university volunteer centers and the United Way and Hands on Miami. We recently created and oversee a county-wide Web Site called Volunteer Miami to allow all of these agencies to recruit volunteers on-line, as well as allowing students and other community members another means of finding volunteer opportunities. We hold "Service-Learning Fairs" on our three main campuses at the beginning of each semester to provide agencies with an opportunity to come on campus to recruit students.

Recognizing that a fundamental goal of service-learning and of higher education in general is to prepare our students to be effective, productive citizens, we created and implemented "Forums on Civic Responsibility." We hold two to three Forums each semester on our main campuses and invite all service-learning students, faculty, and administrators. The purpose of this interactive Forum is to engage participants in reflection on the meaning and importance of civic responsibility and to consider what they can do, individually, to be better citizens. We held six forums last semester and will be holding nine during the spring term. This initiative has been so well received that we recently presented it at a regional AACC conference in Louisiana and at the Corporation for National Service Annual Meeting in Washington. We are also disseminating it to all 13 AACC *Broadening Horizons Through Service-Learning* colleges.

One of the objectives of grants we receive from the Corporation for National Service and AACC that partially fund our program is the dissemination of information to other colleges seeking to establish similar initiatives. To this end, members of the program's management team have published 12 articles, spoken at numerous state and national conferences, served as consultants and mentors for several AACC service-learning initiatives, published a nationally distributed faculty monograph called "Faculty Stories in Service-Learning," and shared program materials with more than 150 institutions around the nation.

Extensive research has been conducted to determine the effectiveness of the strategy in enhancing teaching and learning at the College. College-wide and classroom research projects were conducted on student, faculty, and agency satisfaction. For example, we have gathered over 5,000 student satisfaction questionnaires since 1995. During the 1999 spring semester, we collected 867 student surveys. Ninety-five percent of the student participants rated their experience as either excellent or good, and ninety-six percent said they would recommend service-learning to friends and classmates. Ninety-three percent said that service-learning helped them see how the subject matter could be used in everyday life, and 95 percent said that their service-learning class was successful in helping them integrate learning into their own behavior.

HONORABLE MENTION

Synergistic Teaching: Linking Students, Faculty, Community, and Content

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During spring 1998, nine faculty members met to formulate ideas for a cross-disciplinary project entitled "Integration." Dr. Wayne Morgan, creator and facilitator, confirmed the need for a collaborative effort to answer the age-old student question, "Why do we have to learn this?" We knew that schools traditionally, out of necessity, artificially divide information into categories, such as science, math, and English, in order to teach the specifics of each subject. However, in real-world situations, knowledge from all areas is synthesized and used to solve many of life's challenges. Thus we sought student opportunities for interaction between classroom information and real-life problems. In effect, our project revolved around a two-fold purpose: 1) to help students better understand how classroom information directly applies to real-life experiences, and 2) to help students better understand how information in one class directly relates to information in other classes and becomes, as a result of collective knowledge, an invaluable tool in solving real-life problems. In addition to our two-fold primary purpose, a secondary purpose grew out of the project as well: faculty gained opportunities for working together to enhance and facilitate student learning.

Initially, we began the project by brainstorming for a theme in which all nine disciplines (accounting, biology, business communication, chemistry, leadership, nursing, paramedics, social work, and technical writing) could be linked with one another and with the community at large. AIDS became that theme.

In fall 1998, we implemented the project. Instructors formulated individual projects for their classes revolving around this theme. Meeting on a bi-monthly basis, instructors also created a project that would draw all classes together. We created a scenario where an aircraft manufacturing company employee discovered she had AIDS. She informed her employer; however, another employee overheard the conversation and began spreading rumors throughout the plant. Workers panicked, while morale and productivity hit all-time lows. Therefore, a supervisor proposed a company-wide AIDS Awareness Seminar. He appointed eight department heads to provide background information; then he intended to write a report recommending the company implement an AIDS Awareness Seminar.

Under this scenario, the supervisor writing the recommendation report became the Technical Writing class, and the eight department heads were the eight other classes who researched and then passed along information to the Technical Writing class about AIDS, seminar costs, and other information pertinent to the initiation of an AIDS Awareness Seminar.

This scenario worked well, for students saw the applicability of classroom information in solving a real-life problem, and they also saw the correlation of information from one class to another.

Further, to showcase students' projects and also to show the importance of linking student learning with the community, we held an Exposition in conjunction with World AIDS Day on December 1, 1998. There, students had the opportunity to present projects orally, in written form, or through PowerPoint. In addition, a keynote speaker who was HIV positive presented her story and the heartbreaking reality of living with HIV/AIDS. Then campus and community members joined in a candlelight vigil walk to commemorate those who had lost their lives to AIDS.

Having noted the success of our 1998 project, instructors once again joined to implement another project in the fall of 1999. This time ten instructors participated from the disciplines of art, biology, business communication, environmental problems, human relations, social work, marketing, nutrition, plant science, psychology, and technical writing. Focusing on a theme of hunger, we asked children from New Beginnings Homeless Shelter to draw pictures of people and buildings. We used a compilation of these pictures and added the following text: Hunger, Community Problem/World Issue; We Can Make a Difference; Hutchinson Community College Integration '99. This became our logo.

Next, we had T-shirts made for all participating students and faculty; three hundred shirts in all, and we asked these faculty and students to wear the shirts whenever we participated in a project involving our hunger theme. Students were required to perform some type of community service for the project, such as working at the Soup Kitchen, volunteering at the Food Bank, touring First Call for Help, or some other service as assigned by their instructors. They were asked to wear the T-shirts when participating in these services as well.

Besides individual class projects, students also participated in donating food and then building a "pyramid" with that food. Specifically, instructors conducted a student contest to see which class could donate the most items. Students were then given two weeks to donate canned and boxed items (prior to this, the director of First Call for Help came to campus and spoke with students about the types of food items most needed). At the end of this time, items were counted, and the winning class received $30 for a pizza party. All donated food was then taken to the Student Union. On October 15, in commemoration of World Hunger Day on October 16, students gathered to build a food "pyramid" with the donated items. Afterwards, student volunteers boxed and transported items to the Reno County Food Bank for a donation of 1,197 pounds of food.

Our next collaborative project was the Hunger Exposition, held on December 1, 1999. Students made PowerPoint, oral, poster, and written presentations showcasing their semester projects. In addition, a panel of four speakers from Christian Soup Ministry, First Call for Help, New Beginnings Homeless Shelter, and Reno County Food Bank presented information about hunger in our area.

Both fall projects met our two-fold purpose by providing students opportunities to put individual and collective classroom knowledge into practice via community problems. However, another important aspect arose from our synergistic project: awareness of the key role students and learning institutions play in those same problems. When asked, Hunger Exposition panel speakers said the primary means for alleviating hunger in our area comes from educating people about the problem of hunger itself. If students and institutions act as vehicles through which that knowledge is carried to the community, then the central importance of the project must only continue to expand.

HONORABLE MENTION

Vocational Training Volunteer Service Program

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The Vocational Training Volunteer Service Program at Malcolm X College has successfully engaged in an ongoing 2-year plan. This program enhances student learning through the application of the service-learning pedagogy within the Home Repair Program at Malcolm X College West Side Learning Center (MXC/WSLC) and through unique partnerships with local high schools, a major university, community organizations, and the business community.

The Vice President laid the foundation for this project when she encouraged the administration at MXC/WSLC (Malcolm X College's vocational campus) to find some way to assist the Chicago Commons Employment and Training Center. This community organization provides training, job placement, and shelter for battered women.

The Assistant Dean attended a weekend seminar on service-learning (a process that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their communities). Upon his return, he formed a team, consisting of the vocational trade instructors (carpentry, plumbing, electrical) and the campus counselor, to create a vocational volunteer service model. Concurrent with meeting to determine how to incorporate volunteer service into the vocational curriculum, the team met with representatives of Chicago Commons to determine what level of service was needed and what could be provided.

Under the guidance of the team, five students from the Home Repair Program volunteered to participate. The Home Repair Program at the MXC/WSLC is a comprehensive, hands-on continuing education certificate program. It provides students with basic to advanced skills in carpentry, plumbing, blue print reading, and electrical systems. The five student volunteers were able to do preliminary measurements and drawings in class and preplan their on-site activities.

For the next 2 months, the group met twice a week from 1 p.m. to 5 p.m. at Chicago Commons. During that time, they systematically dismantled and replaced several older existing walls. The students measured, cut, and hung new windows and doors; and plastered and painted the new walls. The Chicago Commons clients enthusiastically received and fully utilized the newly remodeled areas. Subsequently, all of the Malcolm X College students received high praise from the administration as well as passing grades from their instructors.

Flush with the success of this endeavor, the team searched for ways to expand not only the number of participants in the program but also the impact on the community. Enter DePaul University—a nationally recognized leader in innovative educational programs. As recipients of the Built Environment Grant, funding to facilitate the transition of secondary students to postsecondary education, DePaul quickly agreed to partner with Malcolm X College in this endeavor. Shortly thereafter, the Dean of the West Side Learning Center established articulation agreements with three Chicago-area high schools: Orr Community Academy, Manley Career & Preparatory Academy, and Westinghouse Career Academy. These schools offered their juniors and seniors who were interested in the trades the opportunity to attend Malcolm X College West Side Learning Center and to participate in the Home Repair Program. DePaul provided the funds to hire buses to pick up the students at their respective high schools, bring them to the West Side Learning Center for vocational instruction, and return them to their schools. With these additional students participating in the Home Repair Program, the opportunity to expand our Vocational Training Volunteer Service Program became a reality.

Malcolm X College West Side Learning Center is located on Chicago's far west side, within the boundaries of the Austin and West Garfield Park communities. It is historically a low-income, impoverished area. However, recent city improvements, an expanding economy, and shrinking unemployment have led to revitalization efforts, especially in the housing market. Primed for the occasion, the Vocational Training Volunteer Service Program was soon tapped. The students now have their choice of new and rehab construction projects throughout the community. They can begin with assisting needy residents with their home repairs then progress to learning first-hand construction techniques from veterans on major jobs. The establishment of the Construction Technology Advisory Board provides these opportunities through direct links to the business community. Composed of chairmen, presidents, and vice presidents of some of the largest minority-owned construction firms in Chicago, the members have pledged to: assure training meets industry standards; act as liaison to the unions; mentor students; provide consultation on curriculum development; and provide job opportunities.

The success of these unique partnerships is very encouraging. This year over 30 high school students have attended the Home Repair Program at Malcolm X College West Side Learning Center. The number of participants in the Vocational Training Volunteer Service Program has doubled, providing the community with the skilled help it so desperately needs. And finally, 2 students have been hired on construction sites earning $25.00 hourly.

The long-range goals, as the program moves into the new millennium, are to broaden the scope to include other vocational offerings such as Office Technology and Computer Repair, to establish a community referral system to strengthen communication, and to offer similar opportunities to the rest of the city.

HONORABLE MENTION

Enhancing Cross-Cultural Learning in the Urban Community College

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Precis

Richard J. Daley College has moved in recent years from being an institution of predominantly American-born students to one serving a majority of students born in Mexico and other Spanish-speaking countries. The ¡Amigos! Project at Daley College brings together English as a Second Language (ESL) students and Spanish language students, combining classroom and PC instruction with personal conversation, the oldest form of language instruction. Students praise this method and achieve high grades. Equally important, the ¡Amigos! Project creates a positive social dynamic that promotes cross-cultural understanding.

Background

Learning a foreign language is for many students like scaling a rock cliff: a forbidding prospect. This is not surprising. Many students are put off by the standard tools of grammar. Many would rather have a tooth pulled than personally struggle with the conjugation of verbs. Yet with the interculturalization of American cities, students with cross-cultural language skills have an invaluable asset for themselves, and can become personal bridges to community understanding and communication.

Daley College on the Southwest Side of Chicago is a focal point for cultural change. A college that was primarily "South Side Irish" or European in family origin has become a highly intercultural institution. With demographic shifts, the college is serving increasing numbers of non-native born students; more than 50% are Hispanic. These new demographics require educators to recognize local cultural issues at the same time as continuing to explore better ways to help students learn. Traditional approaches to teaching language have become as outdated as the last generation's textbooks—or, as technology improves, perhaps as outdated as textbooks themselves. This is the educational climate in which the ¡Amigos! Project has been developed: changing demographics, changing technology, and an increasing need to reconnect with communities that have changed greatly since the founding of our colleges.

ESL Students and Spanish Language Students

The ¡Amigos! project brings together students with complementary educational needs. One group is college-credit students who wish to learn Spanish, most of whom were born in the United States. The other group is ESL students, primarily Hispanic, born in Mexico or Central America, who have immigrated here and need to learn English. ESL students are in a non-credit program in preparation for college.

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While the academic programs are different, college students and ESL students have much in common and have very similar experiences in the traditional classroom setting. Classes are instructor-led. Students in both programs are often shy, timid, or hesitant to speak in class for fear of making mistakes. Students participate in a structured dialogue or are asked direct questions to foster communication in the target language. The instructor guides, cajoles, and encourages the students to speak in the language and with each other. But while the dialog simulations are helpful, the classroom is not an ideal environment for learning language; classroom conversations between two non-speakers are always somewhat stilted and self-conscious. As a result, language skills rarely travel easily between the classroom and real life experience. When students leave the college for the day, the language in their mouths is their native tongue. The learning has been conceptual rather than practical.

The ¡Amigos! Project

The premise of the ¡Amigos! Project is that the most effective language acquisition occurs where the connections are made between grammar study and experience outside the classroom. So while the ¡Amigos! Project begins with traditional classroom and contemporary PC supported instruction, it moves forward to the most effective language instruction—conversation. For the ¡Amigos! Project, language acquisition occurs by creating an educational frontier where old and new neighbors meet to learn together.

College students participating in the college credit ¡Amigos! program are in advanced Spanish; ESL students are in the upper levels of English study. The language classes are conducted in the new language and are generally traditional, emphasizing the vocabulary and grammar of dialogs. Supporting the classroom work for the credit program is a textbook that includes a CD ROM to reinforce the points of grammar and to build reading and writing skills. But beyond this, the college instructor requires students to have weekly co-mentoring sessions with an English as a Second Language student. These meetings may be in the college or outside in the community, but must be documented. The sessions are gently structured. Each of the partners speaks in the language they are learning, English or Spanish, practicing vocabulary and grammar as provided by the course outline schedule. Once basic verbs and simple vocabulary are taught, simple conversations are directed around themes. The "getting to know you" theme emphasizes matters of family, hobbies, sports. Skills to be emphasized are drawn from the in-class sessions; when the past tense is taught, the theme might be "the past." Partners would discuss what they did yesterday, or last weekend, or a year ago. The informal setting, the motivation, and the language skills all support successful learning. The students keep a weekly journal and practice their writing skills by summarizing their last conversation; this journal is submitted to the college instructor. The students also discuss with their instructor questions or key issues in their own difficulties in conversations. At the end of the semester both groups of students complete written evaluations.

Outcomes

The value of the project radiates far beyond the language class. The ESL students are typically immigrants, often new to America and to the city. Their experience is that of outsiders to the majority culture. That outsider feeling is even stronger for those with limited education coming for the first time to a college campus. The ¡Amigos! program creates peers across such social divides. An American-born student is well-established in American culture, but when trying to speak Spanish is on the same slippery ground as the new immigrant from Mexico trying to gain a footing in English.

In short, the ¡Amigos! Project levels the playing field. Each partner is both a student and a teacher. In the teacher role, each has an opportunity to excel and to be the expert. This builds self-confidence in the use of language—and builds comradeship with someone from another culture. The results are directly reflected in academic performance. Grades of students who participate in the ¡Amigos! program skew heavily toward the top of the spectrum (80% receive A's and B's). At the same time, the grades of students in regular Spanish classes distribute themselves along normal bell curves, if anything, skewed toward lower grades. ESL students do not receive quality grades, but are highly positive about their experiences.

Community colleges have always focused on community needs. That is because the vested interest of the community college is not in the ivory tower, but in the communities of learners beyond the campus boundaries. The ¡Amigos! Project is community college education at its best: service-oriented, highly effective, inexpensive, and easily replicable. It reaches across boundaries of culture and social groups, utilizing language differences as a valuable learning tool, and strengthening the sense of community between new neighbors and long-time residents.

Critical Thinking Across the Curriculum at Albuquerque TVI: "Thoughtful Teaching for Thoughtful Learning"

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During spring and fall terms 1998, a small, dedicated group of instructors from several of TVI's six instructional departments began to plan ways to incorporate critical thinking methods and core philosophy into existing curricula. The guiding sentiment was that too many of our students lacked higher order cognitive abilities, were not being offered opportunities to develop critical skills to help them cope with academic work and career goals, and were failing to learn effectively or were dropping out when learning outcomes proved unsatisfactory.

The project's spearhead group at first applied for funding for the project from TVI's Carl Perkins grant, but, when the road to Perkins money proved a political dead-end, the group turned to internal sources for funding: our school's Professional Development Center's Title III grant and the instructional deans' departmental resources. After a number of frustrations, a few CTAC team members were granted course releases to develop the project and a small though flexible budget was provided to send them to national training sessions and to compile a reference library. By spring 1999, the spearhead group included at least one faculty member from each instructional department and an associate dean to serve as administrative liaison/sponsor.

Several of the founding members of the project, which we were calling at the time the CTAC Initiative, were familiar with the leading-edge work of Dr. Richard Paul, and it was suggested that team members attend one of Dr. Paul's critical thinking workshops and/or his summer institute in order to garner information and strategies for developing the project from this most widely-known proponent of critical thinking in public education. The core group did, in fact, attend one of Dr. Paul's training sessions and came away from the experience feeling as if the direction and shape our project was assuming had their own impetus and integrity, even though our sense of what critical thinking philosophy and methodology could mean to our faculty and students was in some basic ways quite different from Paul's more programmatic approach. We acquired Dr. Paul's several books and manuals on critical thinking, absorbed the applicable elements of his approach, and formulated our own approach from the synthesis of "third wave" critical thinking practices and our team's long experience of the unique nature of our student population. Our goal became the design of a critical thinking pedagogy which united the traditional academic areas of logic and rhetoric with more generic considerations reaching down to the level of syllabus composition, lesson plans, and discrete course assignments.

As our ideas began to gel through weekly discussion and planning meetings, we decided that the project would develop most powerfully and meaningfully if designed in phases. Phase I entailed small groups of task-directed team members' development of a resource-intensive web site (including links to a continually-growing bibliography and an on-line handbook of teaching tips from practitioners), and planning a summer workshop where team members could engage their colleagues in open dialogue about ways to provide students formal opportunities to become critical thinkers. The workshop, Phase II, was held June 25, 1999, with 75 faculty and staff attending. Plenary sessions introduced the team's concepts and goals, while break-out sessions attended to specific issues such as adapting academic learning strategies to the vocational setting, using real-world problem sets in the academic classroom, and exploring connections between critical thinking and writing. Follow-ups to the workshop provided ways for participants to help the team design Phase III, a longer, more intensive workshop held November 5, 1999, with another 70 faculty and staff (as well as a TVI Governing Board member, several APS teachers, and administrators from the New Mexico Department of Corrections) attending. Participants were asked to bring lesson plans, a syllabus, and a class assignment for dissection by small groups; using these materials, the facilitators guided participants toward critical thinking contexts for their own individual and specific lesson plans, syllabi, and assignments. Again, follow-up activities encouraged participants to convey what they learned to students and colleagues. As we had done in the previous phases, assessments from participants and from external evaluators were pored over for detailed suggestions regarding how we might most usefully proceed. These assessments have helped in planning the next phase, Phase IV, currently being designed: we will host the Southwest Consortium for Critical Thinking's Second Regional Conference on April 7, 2000, with a projected attendance of 150+ students, faculty, and administrators from more than twenty colleges and universities over a five-state area. In aligning our institutional and departmental goals with those of the Consortium, we hope that a broad-based thrust toward a shared commitment to critical thinking will result.

In completing the first phases of the project, the team's conceptual biases and practica have reached more than 200 faculty and staff at TVI, who have begun to re-think and re-design their courses to focus intently upon critical thinking, problem-solving, and evaluative skills; more than 8,000 TVI students will have been directly or indirectly (through contact with their peers) affected by the project during academic year 1999-2000. While principal work has yet to begin on Phase V, the team, now numbering 12 members, all of whom have been granted course releases to develop training opportunities for their colleagues, plans to design and publish a CT handbook for use by TVI instructors, tutors, and peer mentors. With continued commitment from the school, we are optimistic that future graduates of TVI will be critically prepared to meet the changing demands of the workforce and of their daily lives. Reflections on the original goals set by the team and the means we developed to realize them confirm that critically capable students will become conscientious citizens who are intellectually and morally prepared to guide our community into the new millennium.

An Integrative Approach to Developmental Mathematics, Science, and Allied Health Using a Problem Based Learning Model

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At Allegany College of Maryland, instructors are refining the process of communicating the needs of their students. There has been much talk of a reformed mathematics curriculum, which uses appropriate technology and seeks to engage students in applications. While this reform movement has caused many students to be more interested in their mathematics courses and changed the focus of the mathematics curriculum from learning procedural skills to developing more of a conceptual understanding, are these students learning the skills and concepts necessary for their future health courses and health careers?

While the inclusion of application has sparked some students' interest, random applications that do not directly apply to the students' life or career interests may have little effect on academic performance and may not be teaching the students what they really need to know. The integrated curriculum approach at Allegany College was initiated because of by interest by the mathematics faculty to make their courses more relevant and meaningful for their students. The problem was that, even though the mathematics faculty wanted to make their courses more significant to students majoring in health fields and the social sciences, the mathematics faculty were unaware of the skills their students needed for their other courses. Also, when questionnaires were sent to determine how mathematics was used by students majoring in the health fields, what few responses came back simply listed an equation that was used by students to substitute numbers. Clearly, non-mathematics faculty viewed mathematics as merely algebraic procedures to crunch numbers. Mathematics faculty searched for applications to the health fields, social sciences, and biological sciences, simply to find most texts merely include applications to the physical sciences. What applications were found to relate to health fields lacked meaning and the units of measurement for the students to truly understand the nature of the problem.

It was necessary for mathematics, science, and health instructors to get together and talk about examples of *how*, and *what* mathematics and science concepts are used in the various social science and health fields. An integrated lesson and faculty workshop was developed by a mathematics instructor, science instructor, and two nursing instructors on the topic of kidney function, taught using an integrated problem based learning model. The nursing and science faculty were surprised to find that a topic, which had no formulas, was of most interest to the mathematics teacher. The interest in this topic to the mathematics instructor was due to the change in view of the "function" concept in Mathematics. In contrast to the lack of attention paid to concrete representations of functions in the past, the National Council of Teachers of Mathematics state that, "The study of functions should begin with a sampling of those that exist in the students' world that describe real world relationships that can be depicted by graphs."

Using a graph supplied by the nursing faculty, the math instructor used a problem based learning format to anchor the ability to read and understand a graph within the context of the lesson. During the mathematics lesson of the workshop, participants read a paragraph, and analyzed a graph that showed the relationship between glomerular filtration (% of normal), Serum creatinine in units of mg/dl, and Blood Urea Nitrogen (BUN) in units of mg/dl. The participants at the workshop worked in collaborative groups to answer questions pertaining to the graph. An example of a question is, "Does a person's BUN and Serum creatinine levels increase more when the glomerular filtration goes from 100% to 25% or from 25% to 0%?" The workshop participants also discussed other mathematics concepts that could be taught using the kidney function graph.

The science instructor broke the workshop participants into groups of four where each member of the group read a summary of information on either diffusion, osmosis, nephron structure, or kidney function. These topics helped the participants understand the science behind kidney function. After the participants read their section, they then explained the material they read to the rest of the members of their group. The science faculty member then asked pertinent questions about the topics that were read and explained by the group members. However, those that read a particular topic were not allowed to answer a question on that topic. Instead, the answer had to come from the participants who had the topic explained to them by the other workshop participants.

The nursing instructors distributed resource books to the groups. Using a case study describing acute tubular necrosis, each group member consulted various books, including a medication manual, nursing care plan book, and a diagnostic test manual. Prior learning was needed to answer the case study questions. The mathematics graphical skills that the workshop participants had learned earlier were utilized to answer laboratory data questions. Science knowledge was integrated to illuminate the pathophysiology of renal disease. The entire workshop enabled the participants to synthesize relevant contextual information, and assimilate that information into their existing knowledge base.

A copy of the mathematics, science, and nursing integrated lesson can be found on the Internet at the following URL: www.ac.cc.md.us/Department/math.html/fipse.html. A FIPSE grant was written by the faculty members to increase interdisciplinary problem-based learning. The problem most mathematics and science faculty face is that they do not understand the content in the health fields and, therefore, are unable to develop meaningful applications. The first phase of this project will be to have math and science faculty actually enroll in the various health courses. Also, faculty from these health fields will be enrolled in either the developmental algebra course or the science course that their majors are required to take. These faculty members will also have weekly meetings where they can share important concepts and applications that should either be increased or decreased in importance. Only from this process of having faculty enrolled in each other's course can faculty understand the unique needs of the various disciplines, understand the concepts and vocabulary used in each other's field, and develop the correct applications the health professional needs to understand.

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Just three week ago, in mid-January 2000, Amarillo College Lynn Library focused on a new initiative targeted toward the development and utilization of a model for alternative delivery of instruction. Using resources in our "own backyard" Amarillo College Lynn Library is bringing together personnel, equipment, expertise, and technology to assist faculty in their efforts to build individual faculty Instructional Web pages, Web-enhanced instructional modules for traditional and SMART classrooms, and full-blown Web courses.

The Lynn Library Learning FIRST (Faculty Innovation & Resource Services for Technology) Center is a unique collection of Lynn Library Learning Center staff, Amarillo College faculty volunteers, and Amarillo College Coop. students bent on bringing the college into the Internet instructional arena without a huge investment in capital and personnel costs.

A 2000 publication by the American Council for Education, *To Touch the Future: Transforming the Way Teachers Are Taught,* tells us that the "single most important element in a child's [or adult's] success at learning—probably *the* element more important than all the others put together—is the quality of the teacher."

The study reports that the command of the subject alone is insufficient to produce quality teachers, the instructor must also have knowledge "that is specific to the profession of teaching - pedagogical methods, curriculum design, and student cognition and learning skills also must be mastered." In addition, "faculty must be able to infuse, and control the technologies that undergird currently understood student-centered instruction."

Thus, faculty must: (a) be cutting edge experts in their particular disciplines; (b) they must be cutting edge within the latest and most urgent teaching pedagogy; and (c) they must also be cutting edge on the technologies to build these Web-accessible curricula that will more and more dominate our students' and our teachers' lives.

The *To Touch the Future* plan is to alter the way teachers are taught to teach, insisting that the senior colleges and universities from the President down re-focus their curricula for educating teachers. This is great for the future teachers, but what about those who have been teaching in the trenches for the last twenty years—how do you bring them up-to-speed?

A quick survey of the Amarillo College faculty revealed that: (1) the faculty were frustrated trying to add yet another dimension of instruction to their already full schedules; (2) they were convinced that the college should be high into the development and dissemination of Web resources and courses dictated by the ever mounting literature that proves students are more successful when they are taught using these instructional methodologies; and (3) they wanted some kind of "just-in-time" assistance in locating and acquiring these resources, contracting for their use, and most of all, assistance with the creation and incorporation of Web-assisted instructional units and Web-courses that enhance student learning.

Acting as a collaborative agency, the Lynn Library Learning Center established the FIRST Services that provide the expert staff, the equipment, and the know-how within a centralized location on campus to help faculty bring themselves up-to-speed. Faculty could then begin to get assistance in learning and building Web-enhanced, student-centered modules to incorporate into the Faculty Instructional Web pages that were being built for them in the FIRST Center.

As an added service, the FIRST Center staff will establish an account and password for the faculty member and construct and then ftp pages to the server. The faculty member who does not want to bring himself or herself up-to-speed on a technology that changes almost daily dictates the editing of the pages. They prefer to spend their time designing the pedagogical applications and course content.

Keys to the success of this project are: (1) use of existing human and physical facilities; (2) willingness of the technologically astute faculty to assist their colleagues in learning the technology and pedagogy needed to infuse Web-enhanced modules into their traditional classrooms; (3) utilization of talented Cooperative Education Graphic Design, Photography, CIS, and CAD students enrolled in the *External Learning Experience Internship* that are coordinated by the staff in the FIRST Center, and; (4) the urgent desire to put Amarillo College into the 21st Century on the upswing of the cutting edge.

The genesis of this movement in the college began in the summer of 1999 when various individuals associated with the Lynn Library Learning Center (LLLC) and the Distance Education coordinator began experimenting with the WebCT course management program.

The traditional Library mission has been to support the institution's mission by providing resources that support instructional curricula. By 1980 the LLLC had expanded that mission to electronic resources by forming the first automated, integrated, multi-type library system in the country. In the last five years, the LLLC has constructed and hosted *The Electronic Resource Library*, at. This is a subject-specific library on the topic of plutonium that has digitized, processed, and exchanged paper documents to digital full text/imaged documents accessible via the Internet. The LLL FIRST Center has inherited the digitizing expertise from this project and is incorporating it into the FIRST Center services.

A template for faculty Instructional Web pages provides a convenient and efficient work platform for additional Web units, courses, links, and the interactivity needed by the faculty for alternative delivery of instruction.

A supplemental unit produced for GOVT 4333, *Government of the United States* begins to utilize in-house produced modules for enhancing traditional classrooms, use in SMART classrooms, and compilations for full-blown Web courses. This first step toward alternative delivery of instruction prepares the faculty and students for a more expanded application of instruction using the Internet as the communication avenue.

A more ambitious project begun in the spring of 1999 produced the on-line *Pharmacology in Nursing* N3032 course, launched the fall semester of 1999. It is being offered again in the spring of 2000.

Huge amounts of money are being spent across the educational frontier in our colleges and universities in order to provide alternative delivery of instructional programs. The Amarillo College Lynn Library FIRST Center model utilizes the tremendous talent in "our own backyard" (the library staff, coop students, volunteer faculty), and the resources, talents, and ingenuity of the Amarillo College family.

The quick development of the FIRST services shows the value of looking in your own back yard first and utilizing resources that can get you on the road to alternative delivery of course instruction. This innovative model shows that anything is possible if enough people care enough to give their very best efforts to make it happen. This model includes the resources needed to repeat this model in any community college in the country.

AWC's Despegue Experience: A Model for New Faculty Orientation

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Making sure new faculty get off to a good start plays a crucial role in fostering employee satisfaction and teaching success at any institution. Very often, however, orientations for new faculty often take on a baptism-by-fire approach with far too much information in too short a period of time, throwing these individuals into an academic haze for a good portion of their first semester. In an effort to thoroughly orient these new faculty members and help them ease into their new assignment, Arizona Western College implemented its Despegue Experience in the fall of 1999.

Despegue, a Spanish term which refers to taking off into new directions, not only captures the essence of this program, but also reflects AWC's Hispanic heritage. Over the course of three days, the Despegue Experience for New Faculty not only acquaints participants with the College's mission, services, and procedures but also allows them to explore our unique multicultural community, as well as successful pedagogical practices and innovative teaching technology.

The Despegue Experience takes place prior to start-up week activities, allowing new faculty to focus on the various components of the program with few outside distractions apart from the occasional move-related issues. By the time returning faculty report, these new faculty members are familiar with their new institution and surroundings, comfortable using the College's communication systems (e-mail and voice mail), and are ready to participate fully with their colleagues (including their mentors) in departmental and classroom planning activities. They have also had meaningful contact with a number of key players—from the president, vice-presidents, and deans of the College to Support Services personnel and their division chair. Another added bonus has been the formation of an informal support group among the participants.

In addition to personnel matters, the fall 1999 Despegue Experience included the following topics and activities:

- AWC's Mission, Goals, and Values
- 2005: A Vision in Progress
- Teaching and Learning at AWC
- AWC Student Profile
- Cultural Issues Involved in Teaching Mexican-American and Native-American Students
- Effective Teaching Practices: The Transformation of Professor Goodenough
- Activated Learning
- Creating Effective Learning Tools: Digital Media Lab Demonstration
- Multimedia in the Classroom
- Center for Teaching Effectiveness Programs and Resources
- Syllabus Planning
- E-mail and voice mail training
- Student Services at AWC
- Library and Information Services
- Planning Session with Division Chair
- Campus Tour (divided into short segments scheduled throughout the program)

The Despegue Experience was enhanced by the start-up week activities that followed. These activities are open to all faculty. Topics ranged from web page development and PowerPoint to sexual harassment and assessment, placement, and tracking.

A total of twelve new faculty members participated in the Despegue Experience. The feedback received was very positive with 100% of the participants rating the program as "very good to excellent". One participant commented "I think the Despegue Experience was invaluable. Had I not had an orientation to AWC, I would have felt so lost and disconnected. We were introduced to a lot of information in just a few days, but it certainly didn't seem overwhelming. Most of all, I enjoyed the interaction with the new faculty and old—it really cemented friendships. Oh yeah, the food was a bonus, too!"

While the initial model used does appear to have been successful, it really is a work in progress, with the feedback received from participants as an important contributor to future versions. Such changes can easily be made within the basic framework established.

In the spirit of collegiality, AWC's Center for Teaching Effectiveness (CTE) is very willing to share with any interested institutions the specific plan that was used and the time allotted for each activity. The Despegue Experience can be easily adapted to meet the needs of individual schools. The CTE staff would be more than happy to share any other information that would be helpful in planning and implementing a program of this nature.

"The Journal Project" for Advanced Students of English

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The Journal Project is an activity designed to bring together several elements of learning: (1) Review and application of previously learned skills, (2) Continuing support of on-going learning, (3) Development of new skills that will help prepare students for future academic, workplace, or personal projects, and (4) Linking skills together in ways that are of great personal value. The students involved are participants at the fifth level of a five-level program for speakers of English as a Second Language. Most plan to pursue further course work to advance their academic studies and prepare for occupations.

Review and Application of Previously Learned Skills

By the fifth level of the ESL program, students have had four semesters of course work in the structure of English and in writing, or the equivalent, and several workshop courses to strengthen communication skills. One of the workshops has the purpose of teaching basic computer skills and introducing ways of using those skills to support and enhance both language learning and academic processes. At intermediate levels of ESL, students begin using the computer to write reports, prepare classroom presentations, and communicate with their instructors via e-mail. These skills are expanded at advanced levels of the program in another workshop that teaches students to use the Internet to further strengthen language learning and learning in general.

The links between previously learned writing and computer skills and The Journal Project are important. The ability to use a computer to create text and files of related materials and the ability to write coherent ideas in English (perfection not necessary) are vital to the Journal Project. Preparation makes the project successful. The project, in turn, provides a meaningful avenue for application of previously acquired skills to the learning of advanced text production and organization.

Support of On-going Learning

Journal writing is a time-tested tool that supports the development of writing as well as of learning in general. The Journal Project contributes to fluency in writing while enhancing student development through the creation and organization of a major written project. In its earliest stages, project activities are focused on the development of writing fluency. Students work with topics that are tied to their own personal experiences, or to the experiences of others that have some personal relationship to them. Working on familiar topics helps ideas to flow more freely. As students follow an assignment schedule that keeps them writing regularly over a period of weeks, they: (a) create a record of their own experiences, (b) record memories of and about family members and other significant individuals, (c) write observations about past events, (d) write observations about the world of the present, and (e) write about personal values, goals and dreams for the future.

In the course of the semester, ideas gradually move outward from the personal to the larger realm of collective experiences. Students learn to see the contributions of individual voices to collective knowledge. They visit local museums and consider the lives of others who have preceded them. The museum tour is enriched by having lunch together in a restaurant with atmosphere. Following this experience, students are invited to write about historical topics and look at their own experiences collectively. This shows how people are tied together through common or shared events and how collective experiences create history. By this time, students are not merely "students" practicing a necessary skill but recorders and producers of personally and socially significant records.

Development of New Skills with Future Possibilities

As the project progresses, students move beyond paragraphs and essays to learn about the structure of a complete book. In this process, they make choices about how to organize topics in a book of their own, creating draft tables of contents. Students then turn handwritten pages into finished copy using computer skills previously learned. When text is complete and pages numbered, they finalize previously drafted tables of contents and lists of photographs and illustrations. They also index all names of people and places in their books. Finally, they prepare copyright pages, write a dedication and a preface, and create the exterior packaging of their books. Covers are individually designed; methods of and sources for binding are individually selected from a set of alternatives. Upon completion of the project, selected writings are entered in a collective document representing the voices of the class as a whole. Also, students present readings from their newly created books at a special program to which distinguished visitors are invited. Completed books are put on display and refreshments are served to encourage mingling among invited guests and student authors.

The total process teaches participants how to organize major writing projects, a skill that will serve them well in academic settings and in many occupational situations as well. It also gives students a reason to make writing a part of their personal lives. Finally, it lifts the students' view of their own capacities and of the value of what they individually have to say. Remarks such as "I never dreamed I could do this," and tears on cheeks of both authors and listeners when a guest has been touched by student writings are telling of the power of the project.

Linking Skills in Personally Valued Ways

Some students, by the completion of the project, have found themselves appointed to the role of "family historian" with extended family members requesting assistance on books about their own lives. Writing, at this point, has ceased to be an academic "exercise" and become a tool for enriching one's own life and the lives of others. By the nature of the project, students have at hand their own circles of present and future readers, each of whom has some real and enduring interest in what has been produced.

PROJECT ACIS: A Comprehensive College-Wide Approach to Improving Access Through Alternative Delivery of Traditional College Credit Courses at Atlantic Cape Community College

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At the spring, 1996 Scholarship Banquet, Atlantic Cape's President John May sat next to a young woman who had just graduated. Her story disturbed him. She said it had taken her four years to earn her AS degree, because she worked shifts. She had used all of her vacation days to complete her coursework. Knowing that many of our students work on shifts in the local hotel-casino industry and so have great difficulty coming to classes, the president asked the faculty to consider alternative delivery of traditional courses. He wanted to give students greater access to our classes and help them earn degrees in less than four or five years.

The faculty was more than willing to help with a project to find new ways to deliver coursework. They embarked on a major initiative called Project ACIS that involved all areas of the college. The initials ACIS reflected the major constituencies of the college involved in the project: Academics, Computers (Information Technology), Institutional Research, and Student Services.

Three new ways of delivering instruction were tried in the fall of 1996. Classes were broadcast between the main campus in Mays Landing and the satellite campus in Atlantic City, using interactive television. One class was Internet-based. And a Weekend College was established. Evaluation at the end of the semester showed that the ITV class, even with technology support at both sites, was too slow and expensive to continue. While the students enjoyed the teachers and the classes, they did not like the time delay in the delivery and felt isolated from their classmates. The Weekend College offered a series of four classes in three-weekends. The first course was well attended, but by the end of the third course there was a severe drop in enrollment. Students, however, enthusiastically received the on-line course. Eleven of the initial 12 students successfully completed the course. Our research showed that that the Web was clearly the way to go for our population.

It seems difficult to remember, but in 1997 the Internet-based distance education was new to community colleges. No other community college in New Jersey was using this technology to deliver courses when Atlantic Cape started Project ACIS. The College wanted to be sure that courses offered in this format had academic integrity and were not glorified correspondence courses. We wanted to use technology that was accessible to our students. We wanted on-line students to receive the same services we gave traditional students. And finally, we wanted to be sure the appropriate students—those who were self-motivated and had experience with technology—were placed in these classes.

For the past three years all areas of the ACIS project have worked together to refine our model, continually adding support for faculty and students. In spring 2000, three years after the initial pilot, we have 50 on-line sections, taught by 40 full-time faculty (many teach more than one course on-line). Other community colleges in New Jersey were interested in our results, and soon asked for our help in getting on-line courses for their students. In order to help them replicate our initiative, we invited faculty from 18 community colleges throughout the state to two daylong training sessions. Later, in fall 1999, when the NJ Virtual Community College Consortium was established, we volunteered to host the Consortium Website. In spring 2000, the 19 NJ community colleges will offer almost 200 on-line courses, shared among students throughout the state.

As we worked with other colleges, their faculty commented on our innovative approach. We are a small college (about 5000 students a semester), with no major technology industry in our service area. Our limited resources resulted in a development model that was unique but replicable.

We think the most important part of Project ACIS was the involvement of faculty. Full-time faculty were the leaders in this initiative. From the beginning, the President stated that this was not a way for the college to replace full-time faculty. In fact, the President made it clear that he wanted full-time faculty to teach on-line courses, so that quality could be assured and courses could be revised. He urged the non-academic areas of the college—such as Computers, Institutional Research and Student Support—to assist the faculty in this project and channel resources to them as needed.

Responding to the President's call, the faculty made several key decisions. First, they determined that the academic departments would be the key in deciding which courses would be offered and which faculty would teach on-line. The faculty would be responsible for maintaining the academic integrity of the instruction.

The faculty initially asked the President to supply two resources: software that supports Internet-based instruction and the assistance of an instructional technologist to guide faculty with course transition issues. The college purchased FirstClass course-management software and arranged for a trainer from the company to instruct staff in its use. A Director of Academic Computing was hired, to assist faculty in moving their traditional courses to the Web. This Director had a background in instructional design, and reported to the Academic Associate Dean.

Each semester since Atlantic Cape began Project ACIS the follow-up evaluation has resulted in new expansion of services. FirstClass requires that students download a program called a client from the Web, and this was a problem. We now use WebCT, a course-management software that is completely Web-based. As more and more faculty taught on-line, the need for support grew. The Academic Vice-President, in fall 1999, created a new area of Academic Computing and Distance Education, reporting to a Dean. In this area, two Web specialist positions were added. These specialists have special Web expertise, but have also taught as part-time faculty. They assist faculty in moving their courses on-line. A position of Web programmer was recently added: this person assists faculty in adding multimedia, such as simulations and multi-person games, to their on-line courses. The Web programmer has also taught as a part-time faculty at the college.

Faculty soon requested expanded services for students. While the Academic Computing department answered technical questions for students, there was a need for on-line registration, financial aid information, course scheduling information, tutoring and advising. The Student Services area has worked with the academic area and now all those systems are in place.

Project ACIS has been a winner for the students and faculty at Atlantic Cape Community College. It was driven by student needs and it was faculty-student centered. It used existing resources and added new support mechanisms to provide increased access to students with personal situations that kept them from obtaining an associate's degree. Eighteen other colleges in New Jersey have benefited from our experience. And we believe other colleges can benefit as well.

Bainbridge College's Peer Tutor Program: As Successful as the County Fair

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Bainbridge College's Learning Center has a successful history. In its four-year service it has become a place of welcome, persistent effort, and excellence. The approximately seventy-five tutors who have served the Center thus far have built a strong reputation. Current tutors join an established team and can achieve personal goals while helping others. Each "tutor class" of 15-18 tutors creates a proud learning tradition in which the entire campus shares.

The Learning Center's success pivots on using the advantages of technology for self-paced learning and classroom support along with the historically successful approach of rural education: the peer-teaching/learning model of the one-room school house. Peer-support that leads to personal and academic accomplishments, increased self-esteem, rewards, recognition, and a sense of belonging takes place semester after semester despite a constantly changing, but small student population. The four components of our program that assure such success follow.

Campus-Wide Tutor Recruiting And Learning Center Utilization

The Center is a peer tutorial center. All prospective tutors must submit an application, present themselves for an interview, undergo the required pre-screening tests, and view introductory video programs about tutoring. The primary way to initiate student access is through peer tutors who introduce the program and themselves and thus create heightened awareness and expectations. Tutors visit every class at the beginning of each term. As scheduling permits, they attend classes and talk to students before and afterward to encourage additional academic engagement. Finally, they meet with their respective faculty and with the Learning Center director to assure effective academic collaboration.

Training Achieves A Standard Of Performance, Develops Accountability, And Fosters Professional Behaviors

Our common standard is shaped during training and weekly meetings. Training for all tutors begins with the application process and takes place with every interaction that the directors and tutors have with one another. The first training session of the semester is a six-hour session. Weekly, mandatory, tutor meetings and self-paced video instruction continue the training. New tutors work with a peer-mentor who teaches records management, is a discussion partner for the tutoring videos and teaches Learning Center culture. Chiefly, the training tools are our high expectations, positive attitude, and openness to tutors' suggestions for

Center goals, improvements, evaluation processes, and student and faculty interactions.

Tutors are expected to be: learners both in their own classes and in the subject they are tutoring; models of effective student habits; managers of their time; dependable; willing to face problems and accept the challenge of finding a solution; professional in their tutoring role, i.e. view it as a job not as an extra-curricular activity; and, leaders of the learning community and the campus. Fulfilling these expectations they develop a personal commitment, willingness to be evaluated (recognizing evaluation as an opportunity for professional growth) and staying power.

Learning Community Traditions

What draws tutors into increased involvement to make a greater commitment than initially anticipated? Tutors express their reasons in the following ways: "We are given ownership in the Center's work, enjoy the confidence of our directors that we can do quality work, gain satisfaction sharing what we know, and achieve recognition through our work." These appear to be the lure of prospective tutors and the crown jewels for those who stay the course in our learning community.

The Learning Center is centrally located. Photo introductions on the bulletin board and tutor t-shirts afford easy recognition that permits students to approach tutors comfortably. Classroom introductions, supported by faculty, encourage early utilization of learning support, study groups and academic etiquette. Ingenious, eye-catching, tutor-created business cards announce a tutor's availability and Learning Center hours. Professor quotes and photos on the Learning Center bulletin board also increase student interest and participation.

A Tutor Award and an Achievement Award, presented at the college's honor's night, recognize long-term achievements. STAR tutors are recognized each term. Qualities recognized include taking personal initiative, finding ways to improve services, outstanding work with a client, and effectively managing various responsibilities. STAR Tutor recognition serves three ends: (1) raises tutor self-esteem; (2) develops leadership as they conduct meetings and serve as mentors for new tutors; and, (3) extends a sense of ownership in the Center as they serve on the interview and selection committee for new tutors.

Tutors select Master Students each semester and honor them at the final tutor meeting. Their certificates and photos appear on the bulletin board for added public recognition.

Traditions, however small, are an effective way to create a sense of belonging and continuity for a program. Some of the tutors' favorite traditions are: Tutor Brags announced at each meeting and placed on the Brag Board; three tutor social activities including supper at the director's house, a tutor spring picnic to which faculty and families are invited, and a summer volleyball game and lunch; service projects performed once per term; and finally, a yearly photo collage of the "tutor class" becomes a permanent installation in the Center.

Fostering Self-Assessment And Transition Through Mentoring

Meetings and group activities can develop community and create a positive learning environment for clients. However, to be complete in its mission, the program must include one further component: the director's mentoring of tutors toward self-assessment and goal setting. Four tutor/director meetings elicit conversations to that end: *Goal Setting, Academic and Personal Progress, Observation and Assessment,* and *Semester Summary* or *Exit* meeting. The *Exit* meeting invariably centers on the tutor's transfer process in order that the director can write letters of commendation or make contact with other directors on behalf of the tutors.

The program's record speaks for itself; student retention is up by five percent over the last three years. Thirty eight to forty percent of the college's 1250 students use the Center for learning support. The average tenure of tutors is two to three terms. Student evaluations give high ratings of satisfaction. Clearly, an actively and systematically developed program results in a continuity of student learning, raises self-esteem, and builds leadership in peer-tutors while creating a collaborative learning community.

Internet Course in Introductory Chemistry (Lecture and Lab)

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Brazosport College has a successful program in Chemical Technology. By working closely with the local chemical industry, we have developed a program to train lab technicians and unit operators to meet the needs of the area plants. In fact, many of our students are hired by local industry before completing their degrees.

One of the required courses for both degree options is Introductory Chemistry, a one-semester course with lab designed for students who did not take chemistry in high school. This class is also taken by students who need one semester of science with lab for their degree plan, and by students who plan to take General Chemistry but need either an introduction or refresher course. Each semester, a number of students must drop this course due to working rotating shifts, job-related travel with little or no advance warning, or difficulties with child care arrangements.

We developed an option for these students to allow them to take Introductory Chemistry in a distance learning format. This format allows the students the flexibility to arrange their study time around their work and home schedules. Virtually all of the students who have enrolled in the course have expressed the need for this flexibility in scheduling.

The course was initially offered as a directed readings course with a web site component where the students could interact with the instructor and their peers through e-mail and discussion groups. The students were still required to attend a traditional lab section, but their on-campus requirement was reduced from 5 hours per week to 2 hours per week. After two semesters, it was clear that the students needed more direction and interaction than they were receiving in this format. We switched from a traditional textbook to a multimedia presentation developed by Archipelago Productions. The current setup presents the course material in modules, where approximately three modules are equivalent to one chapter in a traditional textbook. Each lesson starts with a person describing the outline of the material, and ends with the same person summarizing what the student should have learned. In between, a narrator takes the student through definitions, step-by-step calculations, animations and video demonstrations. When the students have completed the multimedia lesson, they work through additional study materials on the course web site. These materials include visits to related web sites, such as one maintained by the federal government on the environmental damage caused by acidic runoff from an abandoned mining operation, with questions designed to challenge the student to apply the chemical concepts just learned to the "real world" problem. Additional web-based materials may focus on the details of calculations or provide more in-depth coverage of a particular topic. Discussion groups are available for the students to help one another and to interact with the instructor. Self-tests are also available so that the students can check on their progress.

Since the Archipelago presentation was designed for General Chemistry, the Brazosport College Chemistry Department had to tailor the material to fit an Introductory Chemistry class. The topics were carefully chosen to allow later lessons to make sense even though earlier lessons were skipped. Every module also required anywhere from one to four new web pages to be written to supplement the details of the calculations necessary for each topic. Additionally, suitable homework problems and solution sets were written and posted to the web site for each module.

During the spring 2000 semester, we are experimenting with a take-home lab to further the flexibility in scheduling provided by this course. All but one of the students enrolled in the class have opted for the take-home lab. There were a number of design issues that we struggled with before implementing the lab. The two primary concerns were to provide a meaningful experience while keeping the students and their families safe. Secondary concerns were verifying that the students actually performed the experiments, and having the students submit their results in a simple way, such as via e-mail.

The resultant lab concept is radically different from the on-campus lab. While the on-campus lab emphasizes numerical data collection and calculations, the take-home lab emphasizes scientific methods including experimental design, making observations and drawing conclusions based on those observations. Nine of the experiments were developed and tested at Red Rocks Community College, while three experiments with an emphasis on measurement techniques were developed at Brazosport College. Since the lab reports are virtually all in an essay format, they are ideal for submission via e-mail. Safety issues are addressed before any experiments are performed, and students are required to sign an agreement that they will wear ANSI Z87.1 compliant eye protection while working on the labs. Additionally, the experiments require items commonly found in one's refrigerator and cupboards, making the experiments even safer than normal cooking since boiling water and knives are not used.

On-line Instructor Mentoring Program

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Butler County Community College supports the development and delivery of the web-based courses through a mentoring program that was begun in the fall of 1999. The delivery of program began with the involvement of five instructors and three instructional technology specialists. The first four courses implemented under the new mentoring program are operational as of January 28, 2000.

The Need

Butler On-line was launched in the fall semester of 1998 with six courses delivered on-line with face-to-face requirements limited only to testing. The number of courses quickly grew to seventeen, and the Butler On-line program, with the support of the Board of Trustees, now has a goal of offering an associate's degree on-line by the fall semester of 2000. The realization of this goal requires, at a minimum, the development of ten more courses.

One of the core values of the institution is quality, and maintaining quality of instruction in this new delivery mode demands intense, ongoing support of instructors. Up to this point instructional support had been limited to summer workshops and short workshops targeted at a variety of issues related to on-line instruction. Instructional technology specialists were available for lending assistance one-on-one to instructors during the development of courses, but this method did not maintain ongoing contact with the instructors. Instructors often felt overwhelmed at the magnitude of developing an on-line course and, in many cases, needed ideas, guidance and technical training to accomplish their goals. Thus, the mentoring program was initiated.

The Mentoring Program

The first step in putting a course on-line at Butler is procuring the permission of the lead instructor, dean, and the director of instructional technology. During this process the semester in which the course will first be offered on-line is determined. A minimum of one semester is required for development of the on-line components. Once the appropriate signatures are obtained, the course is placed in the schedule, and the developer is assigned a mentor. Currently, mentoring is provided by the staff members of the Center for Teaching Excellence. The center staff is responsible for the technology training for faculty and oversees the faculty computer lab. These staff members have experience and training in on-line course development as well as web-page and graphic design expertise. They also are experienced in a variety of applications of the course management system, WebCT, used for all Butler On-line courses.

The next step is to have an initial planning meeting. At this point the instructor and mentor develop a timeline for major components of the course development. A primary concern is to maintain that timeline to ensure the quality of the product. Using the competency profile that is required by the state Board of Regents, an instructional design plan is formulated and appointments are made for the training meetings. Ideally the two-person team meets twice monthly depending on individual needs. The type of training is determined by the participants and may include web-page development techniques, instructional design guidance, exploration with on-line teaching techniques, demonstrations of existing courses and training in the course management system. The training is totally individualized and is designed for the unique needs of the instructor and the requirements of the course content.

The mentor guides the instructor through the process of writing a syllabus for a mediated course and the development of the course calendar. Issues such as determining what course content web-pages need to be developed, use of synchronous and asynchronous discussion, and on-line testing are resolved. A course requirements profile is created which outlines the unique requirements of the course of which a potential student needs to be aware. These requirements for each course become a part of the Butler On-line web site that is maintained by the Instructional Technology Department.

After the license for the course management system has been procured, the mentor assists the instructor in organizing the course homepage and creating a directory structure for the course files. The files are uploaded, and depending upon the course tools the instructor wishes to use, other development within the system may be needed. Examples are development of a test bank or entering discussion questions into the discussion board forum.

The final step in the development process is for the instructor to demonstrate the course to the lead instructor, dean and any interested faculty in the department.

However, the mentoring does not cease upon mounting of the course and having students enrolled. The mentor continues to support the instructor through the first semester of delivery to assist with issues such as class rosters, grade management, time management and communication issues. As the semester ends the mentor is available to help the instructor reset the course and make any needed adjustments.

Benefits

Prior to the fall semester of 1999, faculty who were determined to put a course on-line were left to accomplish all of the above course development steps with little help or support. The new mentoring program, even in its infancy, has produced benefits evident to both faculty and students: courses are created on sound instructional design principles; courses have a consistent, attractive design; instructors feel supported and valued; and, the distance learning department is confident of the quality of the Butler On-line courses.

A new Butler On-line instructor who just completed her course development confirms the value of the mentoring program, "My experience with my mentor was very positive. She was very helpful and answered questions in a timely manner. Without the mentoring the development of my on-line course would have been an impossible task."

The "Faces of AIDS" Project

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In late October of 1998, a student, Kevin Beagley, informed me that, as December is National AIDS Awareness Month, he would like to produce a feature on that disease for our student TV news magazine, "The Campus Edge." His question to me was, what would be a unique "hook" for the story?

If there is an educational initiative in the BCCC Radio-TV program, it is to offer complete freedom of creativity to the students and to encourage self-reliance. At the same time, of course, faculty guidance is always available. I suggested that if one could find a Caucasian, heterosexual female with AIDS, the antithesis of the stereotypical victim, and if she were willing to talk on-camera, it would, indeed, be a fresh approach to most of the stories I've ever seen on the subject. Frankly, I didn't really think the idea would go any further.

Not only did Kevin locate such a victim, Kelly Roberts, but also she turned out to be an intelligent, articulate young woman with a very intense story to tell. Her husband had experimented with drugs in college, but had been "clean and sober" for many years before they were married. He had no idea he was infected, nor of the risk he posed to her. A short time after their wedding, he became ill and, eventually, died, but not before passing AIDS along to her.

Her calm recital of those facts, of the horror of watching him die, and, as she stated it, "Knowing I'll die the same way," was more than compelling. It made an outstanding segment for our show and went well beyond the typical news we, and most shows like ours, feature.

Another talented student, Rex Harris, filmed Kelly's interview in an autumnal park setting in Salina, Kansas, where she lives. The aesthetics of the scene were lovely, serving as poignant counterpoint to the tragedy of her story.

Of course, there was considerable footage that went unused in the 2-minute TV bite, and almost casually, I told Kevin that with a little work, he could probably turn it into an interesting documentary. He kicked the idea around with Susan Lawson, producer of "The Campus Edge," but again, I doubted anything would come of my suggestion. The semester ended and we all adjourned for the Christmas holidays.

When I returned to the campus in January, I learned that Susan and Kevin had spent their semester break shooting more interviews with other victims, relatives of victims, and caregivers for those stricken with the disease. They had put together an almost Gothic studio setting to encompass the interviews, and decided to title their half-hour video documentary, "Faces of AIDS."

Though our technical resources are quite limited, Butler had recently purchased a Media 100 non-linear video editing system for the Radio-TV Department. It is "cutting-edge" technology. "Faces of AIDS" was the perfect project to learn the use of this new equipment.

Radio-TV and BCCC had, of course, provided encouragement, advice, and facilities, but the students supplied the initiative, creativity, and considerable physical effort required to produce a program of both insight and depth. The unique thing was, it didn't "preach;" it simply allowed the "Faces" to speak of their personal experiences with AIDS—average people living nightmares in various ways and surviving them as best they could. It was an approach an audience might truly *hear*.

At the same time, the production values of the show were quite excellent - especially from students in a relatively new program at a 2-year school! I honestly feel that "Faces of AIDS," from a combined content and technical standpoint, is the best student-produced project I've been involved with in over 20 years of teaching.

We scheduled a premiere, on the BCCC campus, and invited college trustees, administrators, faculty and students, and community members, including people in the health-care professions. Local television attended the event and gave us good air coverage, including interviews with the student producers.

Following the premiere, we had several requests from City and County Health Departments throughout the area (as far away as Emporia) for copies of the tape. Word-of-mouth was apparently spreading. The direct feedback, also, was quite good on the show's dramatic nature, production value, and educational benefit.

The program ran on our local cable system, and won recognition in the area of Public Affairs Programming from the Kansas Association of Broadcasters.

With such positive response, it seemed apparent that a good target audience could be high school students. Again, rather than the "Don't Do This!" dictate that youth often ignores, this program simply describes the consequences of high-risk behavior in an unemotional, undemanding tone. I felt young people just might listen.

BCCC offers faculty mini-grants for worthwhile educational purposes, and I applied for enough money to distribute copies of the tape, cost-free, to Kansas high schools. To date, I have received approximately 180 orders.

As a teacher, I see this experience as more than just a student video project, or even a vehicle to help curb a dreaded disease. It is a synergy of learning, wherein three college students were able to incorporate meaningful content into a unique message, and then use the audio/visual media to communicate that message in an emotionally effective manner; in turn, "Faces of AIDS" has also become a valuable educational tool, state-wide, for the greater Kansas Community!

Incidentally, Susan and Kevin both graduated in May of 1999. She is now employed by KWCH, Channel 12 in Wichita, as a camera person and editor; Kevin is employed by KSN, Channel 3 and KPTS, Channel 8 in Wichita, as a camera person and director. Rex is still a student, but is also employed as a deejay at KRZZ radio, in Wichita.

A Dynamic Model To Interactively Plot A Graph And Display The Calculation Of Break-Even Points In Accounting Classes Using The Microsoft Visual Basic 6.0 Programming Language

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General Background of Break-Even

Accounting students have to learn to calculate the number of units of a product that must be sold so that an entity will neither make a profit nor incur a loss. The break-even is that point at which total costs of making and selling a product exactly equal the total sales revenues generated. The break-even can be calculated mathematically using an equation. It can also be graphically calculated by determining the point of intersection of the total cost and total revenue lines. The graphical approach is much easier for the students to comprehend. However, drawing graphs that are accurately scaled is difficult on the blackboard. Even if an accurately scaled graph is drawn, making changes to the variables involved and calculating their impact on the break-even point is simply impossible. The use of a computer program such as Visual Basic overcomes these limitations.

This project was an interdisciplinary effort among the Accounting Professor (S. T. Desai), Mr. James Adkins (Physics Professor) and Mr. Brian Earle (Chemistry Professor). The latter two provided their programming expertise in Visual Basic 6.0

Features of the Project

The program draws a mathematically accurate graph paper with appropriately spaced grid lines scaled to the data that are inputted by the students. The program then plots the fixed cost, total cost, and the total revenue lines on the graph. Each of the lines plotted on the graph is displayed in different colors and identified on a menu-activated legend. The correct break-even point in physical units and dollar sales is dynamically calculated and displayed on the graph. The students can change any of the elements of the graph to interactively see the visual calculation and display of new break-even points.

The graph is engineered so that the break-even point always remains within the confines of the upper and lower limits of the vertical and horizontal axes. This ensures that the break-even point will always be visible. The automatic scaling of the grid lines after the students have inputted new values for any and all of the variables helps to illustrate good graphing practice by the establishment of easily interpolatable scales.

There are error-trapping features built into the program. If students enter values that make the calculation of a break-even meaningless, error messages are generated. The program does not crash either due to honest mistakes or because of malicious intent. The software preliminarily calculates the number of units to be sold which could be an noninteger quantity. The program then automatically rounds up to the next integer value any non-integer break-even quantity.

Benefits of the Project

The major benefits of this project are interactivity and dynamism. Students can be given a run time copy of the program that they can use anywhere to try out on their own and see the impact on the break-even point when they change any of the variables. The classroom presentation becomes interesting and meaningful because of the dynamic nature of the model.

Future Implications

Since the programming code for plotting a graph has already written, that part of the program can be repeatedly used for plotting other graphs. Any classroom project that involves use of changing variables can conceivably be created and dynamically presented using the power of Microsoft Visual Basic 6.0. Much of the Visual Basic programming code that was used in this project can be easily recycled for other similar applications.

"As Worlds Collide"—A Learning Community

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Collaborative learning is a method that is often used to allow students to work together to maximize their own learning and to enhance the learning of others. The traditional role of the instructor is manipulated to become more of a facilitator and coordinator of the active student groups, thereby making the students more responsible for their own learning. As Worlds Collide is a structured, cooperative learning community effort between three instructors from various disciplines and a group of students.

As Worlds Collide Learning Community at Central Arizona College provides a unique learning experience for instructors as well as students. The nine-unit learning community combines history and contemporary issues, social psychology, and communication studies to explore questions of culture and community. The class is a team teaching effort by three professors who integrate their individual areas of expertise into one stimulating educational experience.

The class was initially designed to encourage student participation and constructive input into their educational experience. Instructors serve to make assignments, check homework, and keep the student conversations focused; however, the students are ultimately responsible for their learning experience. Instructors readily agree that no matter how well prepared they think they are for this class, the students will inevitably dig deeper and expand the discussion in more ways than they could have ever anticipated. It's this exchange of thoughts and ideas that make the class such a successful learning experience for the instructors as well as the students!

The community meets for four hours twice a week and is held in one classroom. All of the students and the instructors work together over an entire semester. The students spend mornings as a group—listening to lectures, watching films, or listening to a special guest speaker. After a one-hour lunch break, the students take over the classroom. The large group breaks into small discussion groups to address topics that were presented in the morning session or from assigned reading. These "teams" of 6-7 students then present instruction to the class and establish student discussion seminars that encourage the development of self-guided learning teams. Instructors are present but do not act as leaders for group discussion nor do they actively participate.

Assignments in the learning community are varied and often intense. Students are given an extensive list of required reading assignments, projects, and writing assignments. They quickly learn that if they come into the class unprepared, they are at a loss in large group discussions and the small group discussions and their "partners" will not tolerate slacking. Each student understands that they are expected to complete the required assignments and come prepared to enhance the learning experience of the group. Surprisingly, most students indicate that they really enjoy this presentation format and don't mind the additional work to prepare for the class.

"Diplomacy," a world conquest game, is played as a small part of this learning community for the duration of the semester. Through this game students utilize the information they have learned from the group discussions and the individual readings. Throughout the semester students address the problems associated with stereotypical behavior, international affairs, and the power of situations and situational response in their game plan. The ultimate goal is a better understanding of themselves, how people respond in certain situations, and how that response can impact others.

Learning outcomes include improved writing skills through class discussion, writing assignments and the use of journals; improved social skills through group activities; increased student recognition of their own improved academic performance; and developed awareness of others' values, culture, and beliefs. The students seem to appreciate the relaxed atmosphere, the opportunity to interact and speak freely, and the variety of teaching strategies that are employed in the class. The instructors have found that the learning community is extremely successful in a rural community college that serves a population of varied ages, ethnicities, and academic preparedness.

Group self-evaluation is performed on a regular, on-going basis throughout the semester. Evaluations include a variety of methods such as the use of portfolios, questionnaires, written exams, oral exams, and class projects. By employing a wide variety of evaluation techniques the instructors can get a clear understanding of how well the students are making the connection between history, theory and actions in a variety of settings.

The learning community will not only continue to be offered in future semesters, but plans are currently being developed for an expansion of the class to include other disciplines of study. This will make the course a 12-credit unit and will include more students than in previous sessions. The instructors are working together to convert much of the classroom material into a multi-media format. Based on previous experiences the course material is continually being expanded with the help of the students and future guest speakers are being sought.

Central Arizona College's learning community showcases the ability and the willingness of the instructors to work together in a team teaching format to offer class topics simultaneously from a variety of aspects. Students readily begin to see the interconnectivity of the various disciplines and how knowledge in one area can be used to expand knowledge in other areas. Students who have participated in the As Worlds Collide learning community have repeatedly spoken of the class with high regard and talk about the quality of learning they feel they received as a result of their participation in this course.

The learning community has proven to be so successful that other campuses within the system are adopting the format and creating other learning communities that embrace other disciplines. This initiative can easily be adopted/adapted by other colleges as long as the developers of the course keep in mind five essential components of a successful collaborative learning effort:

1. Clear, positive interdependence among students
2. Regular group self-evaluation
3. Interpersonal behaviors that promote each member's ability to learn and success in learning
4. Individual accountability and personal responsibility
5. Frequent use of appropriate interpersonal and small group social skills

There must also be an understanding and a commitment of the instructors involved that this is a team project and that the course is developed, delivered and sustained through the combined efforts of individual instructors and the students who make up the community.

Instructors and students at CAC are convinced that the learning community concept is one step closer toward the ultimate goal of promoting active learning and student self-reliance in the community college.

Electronic Multimedia Portfolio Development

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During the 1998-1999 term, Central Arizona College took a long look at the General Education Outcomes that had significant importance to the institution. From this review and much discussion, a set of outcome statements and supporting competencies were developed. The five General Education outcome areas included were:

1. Communication (Oral and Written)
2. Problem Solving
3. Cultural and Artistic Heritage
4. Mathematical/Scientific Inquiry
5. Selfhood and Personal Values

Once the five outcome areas and the competencies were established, a sub-committee of the Learning Outcomes Committee set out to develop a method for assessing these outcomes at the institutional level.

In 1995, the use of a General Education portfolio was suggested with limited results and many questions. Many of the faculty members at CAC are currently employing some type of portfolio assessment in their classroom with great success but were unsure of how to expand this assessment to an institutional level with the same success. The Electronic Multimedia Portfolio Project grew out of several assessment needs:

- A need for a method of direct assessment for the General Education outcomes and competencies that the institution has developed.
- A need for a method of determining if the students are meeting their general education competencies. Portfolios will provide that method of assessment and still allow for the individuality, creativity, and flexibility of the students and the instructors.
- A need for a way of interpreting how the students feel about their personal progress and how their experiences with CAC have improved their lives.
- A need for an assessment instrument that will also demonstrate student self-assessment and reflection on their learning experiences.

Beginning in the fall semester of 1999 a five-year pilot project was initiated at CAC. The initial pilot included approximately one hundred students on four separate campuses. To encourage student participation in a course that was not a graduation requirement, all students who enrolled in the course were given a dean's grant to cover the tuition and material costs. Because the portfolio was designed to assess general education outcomes and competencies, the instructors were pulled from a variety of disciplines that address those competencies in their courses. Instructors from the Communications, Math, Drafting, Business English/Computer, Library Research, and Psychology departments volunteered to be a part of the project and were given compensation for development as well as teaching time. Instructors at various campuses were trained in the use of multimedia software, all had previous computer experience and all were familiar with the use of portfolio assessment.

The instructors were in constant communication during the development phase of the pilot and then met monthly once the course began to compare notes and provide support for each other. Training seminars were conducted on a regular basis to insure that the instructors understood the technology and how they could expand the use of this technology into other areas of teaching.

The Electronic Multimedia Portfolio course was introduced in a one-credit course that was designed to provide students with the information, support, and guidance for the development of a portfolio. The development of the electronic portfolio not only introduces students to the need for organization, self-assessment and goal setting but it also forces them to acknowledge the growing importance of computers in daily life. Students are introduced to the benefits of developing portfolios as well as time management techniques, various research methods, organizational skills, creative use of special effects, and the idea that actions do have consequences. It is also during this course that the students are introduced to the portfolio template that they will be following throughout the development of the actual portfolio. The students are then responsible for maintaining that portfolio and insuring that all of the necessary components are included before the final review. The students are given a scoring rubric that indicates all of the areas that will be addressed in the portfolio and how the areas will be scored.

During the second semester, the continuation of the course becomes a two-credit course where the students begin the task of actually developing their portfolio. Throughout the year students must evaluate what they are doing for possible inclusion as their best representative work. Virtually any kind of product can be included – word-processed documents, scanned images, video clips, audio clips, etc. Students are encouraged to use items for inclusion that have been created for other classes and graded by an instructor in that discipline area. Very little new material is created for this class.

Students must also include a brief explanation of each element that is included, how it meets general education competency requirements, and why they feel that it is representative of their best work. This encourages the student to reflect on their work and to make judgement calls on themselves in a way that has never been done before. Students are allowed the freedom and creativity to include what they choose for review.

The course grade is based on the successful completion of assigned activities and the completed work at the end of the semester. A 5-point (0-4) scoring rubric is used and grades assigned accordingly. The completed portfolio will be reviewed and scored by an interdisciplinary team of instructors. At that time the portfolios will be "burned" on a CD-ROM and a copy given to the student for them to take with them and a copy is archived at the school.

The project to date has been very successful. In the original plans we were to have the one-credit course in the fall and the two-credit course in the spring semester. Due to the number of students requesting the course, we have now added another one-credit course in the spring semester so they are "piggy-backing" each semester.

We strongly believe that the implementation of this project provides a method of assessing learning across the curriculum and helps to develop a lasting and valuable product for our students. This is an excellent opportunity for CAC to step into the future of institutional academic assessment and faculty training plans.

Moving CPCC's HIT Program On-line: Coaxing the Centipede to Dance

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Health Information Technology is a growing health-related occupation that meets a critical need in every medical/health facility in the United States. Often, however, there are too few positions in a given community to support a local HIT training program. Hence the significance of bringing an accredited HIT program to the many interested students scattered throughout the United States.

"From the very beginning I have always planned for that student who is far, far away," reflects Susan McDermott, program chair for Central Piedmont's Health Information Technology program. "I reasoned that if my on-line program meets their needs, then it will meet the needs of students who live nearby." It's this kind of practical, focused thinking that has brought CPCC's HIT program to the web while overcoming a multitude of difficulties along the way and culminating in a model for moving a traditional classroom-based program onto the Internet.

McDermott's efforts began in earnest about three years ago when she recognized that there were many, many students applying for the HIT program who were unable to meet the classroom training requirements. Some lived in cities hundreds, even thousands of miles away; had families and other responsibilities; and were unable to relocate to Charlotte to obtain the training. Or as was more often the case, they already held positions in a local health-related setting that could not be scheduled around attendance of traditional courses. Yet for all the differences in their circumstances, these students had many important qualities in common: they were highly motivated, prepared to work hard, and had jobs waiting for them upon completion of the HIT program. In other words, they were perfect candidates for on-line instruction.

Taking a detailed, systems approach, McDermott outlined each step involved in the process of completion of the HIT program, from admissions and placement testing, to registration for courses, to graduation analysis and receipt of an accredited HIT degree. (See example below)

Issues to Address	**Assignments/ Responsibilities**	**Due Dates**
On-line counseling/program acceptance		
• Make counselor's program orientation available on-line	Counseling Services	
• Arrange for on-line communication regarding course transfers, graduation analysis	Counseling Services	
On-line courses taught at CPCC (not HIT)		
• On-campus orientation required?	Curriculum Department	
• On-campus testing required?	Curriculum Department	
• Do we have provision for on-line entrance testing for English and Math?	Testing Center	
• Are advancement studies courses available on-line?	College Without Walls	
On-line HIT courses		
• Are courses being written and launched on schedule?	McDermott	
• Do courses meet CAAHEP requirements?	McDermott	
Courses taught at other schools (BIO/OST)		
• Agreement(s) with provider schools re student acceptance	Provider School	
• Course evaluation by CPCC faculty	Curriculum Department	
• Information to counselors concerning transfers	Counseling	
Courses transferred from other schools (general college-related		
• Can there be a provision for the transfer of credit by exam?	Assistant to the V.P. for Instruction	
Marketing		
• Develop a marketing plan	Dir. Of On-line Comm.	
• Develop advertising web site	Dir. Of On-line Comm.	
• Develop brochure for current professionals	Dir. Of On-line Comm.	
• Develop brochure for potential students	Dir. Of On-line Comm.	

Additional on-line course issues		
• Security—can/should we carry passwords from page to page?	College Without Walls	
• Equipment and/or software for part-time developers	College Without Walls	

Because Central Piedmont Community College was already committed to on-line education, many student service divisions were well on their way to bringing their services fully on-line. Counseling and advising, for example, were developing the ICAN (Integrated Counseling and Advisement Network which was discussed in an article in the last NCOE newsletter). But such an all-encompassing effort meant that the finished system wouldn't be ready until sometime during fall term 2000 when McDermott's HIT program was scheduled to be in place and operating. During the interim, then, the progress of the HIT on-line program depended upon using creative "workarounds" and maintaining good communication to make it easy to tap into services as they became available on-line, such as in the following situation.

A word processing course required in the HIT program was targeted for development for on-line delivery during this spring term to be ready for HIT students in summer or fall. For those few HIT on-line students who needed the course immediately, the instructor developing the on-line course agreed to provide independent study options that would meet the course requirements. This kind of cooperation and creativity is essential to fitting the pieces of an on-line program together over time—that is, "coaxing the centipede to dance."

While every institution will have its own unique processes for bringing a program on-line, Susan McDermott offers administrators these guidelines for maximizing the effectiveness of their efforts and minimizing stress and inconvenience for everyone involved:

1. Focus your efforts in a committed advocate of the program. "Nobody's going to care about it as much as [this individual]," observes McDermott, so the selection of the right point person is critical.

2. Start small and give yourself some time to grow your program on-line. Keep your initial web-based program manageable or your advocate will be quickly overwhelmed.

3. Develop and maintain a detailed checklist of all steps involved in the program (academics plus related services), assign or identify responsibilities, and pursue deadlines. "Take nothing for granted," cautions McDermott.

4. Recognize that the process will take a lot of time and dedication and be willing to pay for it. Relying on a "labor of love" is both unfair and counterproductive in the long run.

5. Constantly tap student feedback to identify both problems and solutions. If your program fills a bona fide occupational need, your students will be your experts. They know what works and what doesn't work: ask them.

6. Let the procedures that support your on-line program evolve as students move through the process. Stay open to unusual, creative options. On-line learning lends itself to new approaches to old problems, which can hold bonuses for the institution at large.

7. Secure a high level of administrative support (vice presidential or higher) to provide legitimacy and urgency to your efforts and to "move the occasional mountain."

8. Finally, don't feel that you have to do or provide everything yourself. Use what's already been developed, such as McDermott's incorporation of the on-line human anatomy course offered through Weber State. Make use of professional contacts, associations, and employers. This collaboration during the on-line development of your program will secure placements for and increase the value of your program's graduates.

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Careers in Teaching: A Community Commitment

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Chemeketa Community College, in collaboration with Oregon State University and the Salem-Keizer School District, has developed an innovative career ladder program for culturally diverse instructional assistants who are unable to continue their education due to cultural and economic challenges. The Career in Teaching Program provides an opportunity for working assistants to obtain the education necessary to acquire their teaching license. This unique career path allows individuals to complete their Teaching Certificate Program and Associate of General Studies Degree through Chemeketa Community College. Students then begin their role as a classroom teacher under the supervision of a Mentor Teacher in the District, and continue to work on their Bachelor Degree requirements with Oregon State University.

The Career in Teaching Program has several innovative features. First, there is a focus on providing career enhancement to working instructional assistants who are unable to advance towards teaching licensure due to a lack of opportunity and resources to continue their education. This program acknowledges and supports the unique barriers students may face both financially and culturally by providing counseling, family support, financial assistance, tutoring, and childcare for the participants.

The second unique aspect of the program is that it is designed to accommodate students who are employed full time by offering all coursework in the evenings and on weekends and structuring the class load to accommodate work and family obligations. All coursework is offered in Salem so that students do not have to travel to complete their bachelor degree requirements.

The third aspect of the program that demonstrates innovation is the ability of successful students to begin their career as classroom Intern Teachers, under the supervision of Mentor Teachers, at the completion of their Associate's Degree. This is a major departure from the traditional career path that requires a minimum of a bachelor's degree before an individual may take on the role of a classroom teacher. This paradigm shift meant that Oregon State University agreed to accept the 45 hours of education coursework students complete in their Associate's Degree through the Education Certificate Program at the community college, as equivalent to education coursework delivered at their major university. In addition, Oregon's Teacher Standards and Practices Commission gave the program full support by amending its current policies and designing an Associate Teaching License for these individuals.

Finally, this program was designed and implemented by all participants within a twelve-month period. It is very unusual for any one institution, let alone *four* institutions to successfully collaborate and move forward at such an eager pace. To support this innovative program, each institution created support systems outside of traditional operational and policy boundaries. For example, the Salem-Keizer School District created a cadre of master teachers, who are released from their full time teaching duties, to act as mentors to support the Intern Teachers. Also, both the classified and teacher's unions supported the program and provided for the Intern Teachers to be part of the teacher's bargaining unit. At the conclusion of its first year, the Career In Teaching Program was recognized for its innovative effort to support cultural diversity by the US Department of Education that awarded it a $1.5 million-dollar grant to provide participants with tuition, books, educational support, and childcare costs.

This initiative demonstrates success in creating meaningful learning experiences for students by using their work as instructional assistants to meet course and program requirements. The education coursework completed at Chemeketa Community College has an applied focus in that students have assignments that tie directly back to their work in the schools. This provides an opportunity for students to take theory into practice on a regular basis.

One of the more profound discoveries demonstrating the program's effects beyond the classroom is the impact it has had on relatives and friends of the participants. Coming from families who may never have had members attend college, the students serve as role models for their spouses, children, and friends. Former students now refer their friends and colleagues to the program and act as support for them.

Another connection beyond the classroom is the message the program sends to community members in the Salem-Keizer School District. The district's commitment to the success of the program communicates its sincerity about diversifying its teaching faculty and providing opportunities for students in the district to have culturally diverse role models.

Now in its third year, approximately 75 students have participated or are participating in the program, and their impact is being felt in the district. Through a selective process, eight students successfully completed their intern year and are fully employed as classroom teachers in the district. This year, seven additional students are Intern Teachers. Many students who have not been selected for the internship have continued on the traditional path to teacher licensing. For those students who remain as instructional assistants, the benefits are evident as they use their increased knowledge of the teaching and learning process on a daily basis with children.

As a result of this innovative program, Teacher Standards and Practices Commission has amended its licensure categories to include an Associate Teaching License that reflects the requirements of the Career in Teaching Program. This opens the door for potential use in other school districts to provide similar opportunities for their working instructional assistants. Building on the success of the Career in Teaching Program, Chemeketa Community College recently received an award from the US Department of Education to fund a project entitled *Preparing Tomorrow's Teachers to Use Technology: The Oregon Technology Infusion Project.* In cooperation with Eastern Oregon State College, Oregon State College, five Oregon community colleges and local school districts, this project will work towards statewide distance delivery of the education coursework from Chemeketa Community College to enable school districts to more easily adopt the Career in Teaching Program model.

Many instructional assistants have expressed their gratitude for a program that has provided them with the opportunity for achieving their dream of becoming a teacher. For the program collaborators, the risk of innovation has proven to be a "win" for the entire community.

Foreign Language Institute

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The Foreign Language Institute at College of DuPage debuted in fall 1997 as part of a major curriculum revision in the non-credit Continuing Education program. Diversity in the community and the demand for non-traditional languages has resulted in the development of Arabic, Chinese, Czech, Japanese, Greek, Hebrew, Portuguese, and Russian. Its development met several goals: the growing demand for conversational foreign language instruction for students of all ages, the demand for authentic language experiences and to centralize all foreign language instruction within one area.

The Foreign Language Institute is a unique approach to conversational foreign language. The program is a large comprehensive non-credit foreign language program encompassing fourteen languages. It offers adults and youth the opportunity to study a language in a variety of formats including traditional classroom mode, cultural trips and events, immersion weekends for youth and adults, foreign film festivals accompanied by ethnic dinners, and private or group tutoring. It is also the first progressive program where a child can start to study a language and continue virtually uninterrupted through high school and into adult non-credit.

Foreign language instruction for youth starts with French, German, and Spanish for kindergarten and continues with Arabic, Chinese, French, German, and Spanish for elementary and middle school and ten conversational languages for high school students. The youth program is progressive based on the four components of language learning: listening, speaking, reading, and writing. Multimedia presentation, hands-on exercises and recognized textbooks provide a complete language experience. The youth program begins with oral and listening skills for non-readers at the kindergarten and first grade level. It continues with an introduction to written language for second through fourth grade. Middle school students are introduced to essential grammar through written and oral instruction. High school students can register for any of ten beginning level conversational courses in conjunction with the adult learners. This provides them with an opportunity to learn a language not offered in the traditional high school setting. These students can be tested by their high schools and receive high school credit. In addition, summer high school Spanish 1 and 2 credit courses have been developed in partnership with area school districts and provide transferable high school credit.

The Continuing Education Foreign Language Institute has also responded to the numerous adult demands for more conversational language and now offers courses in fourteen languages for general interest, travel, and business. Incorporation of multi-media curriculum encourages communication skills through use of on-location recordings featuring authentic dialects and accents. The Institute also offers a variety of enrichment courses that help hone language skills. A culture lover can embark on a multitude of single session cultural trips, the focus of which is global awareness and understanding of other cultures and customs. Some of the most popular and successful sessions include: In Love with the Loire, Oktoberfest, Taste of Italian Culture, Germany Chicago Style, Christmas in France, Polish Chicago Day Trips, and more. Weekend refresher course and intense weekend immersion courses for adults stress a "no English approach" and provide intensive instruction for adults and youth at the beginning and advanced levels in French, German, Italian, and Spanish. These are truly a unique approach to providing language in a more non-traditional format. Foreign film festivals feature films in French, German, Italian, and Spanish accompanied with an ethnic meal from each country.

Innovative and Unique Components of this Program

This program has many unique and innovative components that set it apart from more traditional foreign language programs.

- The program is comprehensive, encompassing fourteen languages in a variety of formats.
- It recognizes and responds to the many motivations and reasons for studying another language.
- Instruction focuses on conversation and response rather than grammar and conjugation.
- Students have the opportunity to study a language in a traditional classroom mode or through a more innovative component of cultural events, immersion camps for youth and adults, foreign film festivals accompanied by ethnic dinners, or private or group tutoring.
- Continuing Education Units are rewarded upon satisfactory completion of non-credit courses and teens can also receive high school credit.
- Individualized instruction is available through private and small group tutoring.

Program Success and Satisfaction

Tremendous growth has occurred in the Adult Continuing Education portion of the foreign language program particularly in the number of languages offered, enrollments, and revenue. French, German, Italian, and Spanish were the only languages offered prior to fall 1997. New languages have been steadily added to the program and it currently features fourteen languages including Arabic, Chinese, Czech, French, German, Greek, Hebrew, Italian, Japanese, Polish, Portuguese, Russian, Spanish, and Swedish.

A three-year analysis of enrollments and program growth paints an exciting and impressive record. Course offerings and enrollments in both youth education and Adult Continuing Education have increased dramatically since its inception in fall 1997and with enrollments nearly doubling in that time period. Annual enrollments from fall quarter 1996 through summer quarter 1997 totaled 1038. In the same time period for 1997-98, enrollments rose to 1636, an increase of 58% in one year. Enrollments continued to increase in the academic year 1998-99 to 1831 for a 76% growth over 1996-97.

Customer and student satisfaction with the courses improved as well. Student evaluations reflect the improvement that has occurred. The evaluations consistently indicate that the information provided in the classes is excellent and that it is relevant, helpful, and extremely useful. Many students have indicated that they have been able to use this knowledge in their travels to other countries for business and/or pleasure. A couple of direct quotes verify this:

- "The German for Business course I took really helped me when I started traveling to Germany for my company. I knew some of the customs, could ask for directions, relay simple instructions and communicate with peers."
- "Thank you for giving my daughter the opportunity to take Spanish at the 2-3 grade level. She loved coming to class every Saturday morning and was excited to be able to say many words in Spanish. You have provided an excellent experience."
- "I have always wanted to learn how to speak French and put it off for years. I took a Conversational French 1 class because I was traveling to France with my husband. I felt more comfortable in a strange situation knowing I could speak some French."

Putting the Pieces Together: The Adult Fast Track Program

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College of DuPage is a comprehensive community college of 34,000 students, located in the west suburban area of Chicago and serving a population of nearly one million people. The district, covering 352 square miles, encompasses DuPage County and portions of Cook and Will counties, and includes 48 towns. College of DuPage is the only public postsecondary education institution located in this densely populated area. COD is the largest institution in the Illinois Community

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College System, the second largest postsecondary institution in the state, and the largest single-campus community college in the nation.

The Adult Fast Track Program is the first accelerated pilot program for adults in the Illinois Community College System. The Adult Fast Track Program was developed in response to community need.

The Adult Fast Track Program is designed for adults age 24 and older, who are working full time and juggling responsibilities of family, job, and education. Students can receive their Associates Degree in two years while attending class ONLY one night a week from 6:00 to 10:00 PM. By contrast, in the traditional college program these students would have to attend class three to four nights a week to obtain their degree in two years. To accommodate the Fast Track one night a week schedule, actual seat time in the classroom is shortened by forty to fifty percent. Precedent for attenuated classroom seat time is established at the College through an extensive self-paced learning model available in the Centers for Independent Learning, and through the Weekend Studies Program.

Planning the Program took one year, from September 1998 to August 1999. College involvement was widespread, involving forty to fifty key faculty and administrators. These individuals served on five major committees: Adult Fast Track Curriculum Committee, Student Support Services Committee, Marketing and Information Committee, Assessment Committee, and Steering Committee. The Program and planning process had the solid support of the President, the Cabinet, and the Academic Deans. Faculty support was gained through participation on the Adult Fast Track Curriculum Committee. The committee structure insured broad-based support throughout the College, which was essential for success of the Program.

The Adult Fast Track Program offers three degrees: The Associate in Arts or AA degree, the Associate in Applied Science in Management degree or AAS degree, and the Associate in General Studies or AGS degree. Most courses in the AA degree track are interdisciplinary and team-taught and last eight or nine weeks. The courses in the AAS degree track are sequential and individually taught and last four to six weeks.

The Program consists of one track for AA students and two identical tracks for Management students because of high demand. AGS students take courses from both the AA and AAS tracks. This is an Open Ended Cohort Program, where students can drop in and out of course sequences and degree tracks depending on their needs. There is always a core of same students in each track, while additional students drop in and out of courses.

The Program is held at the College's Westmont Center, a regional center conveniently located near two major highways. Parking is very close to the building; classrooms are aesthetically pleasing and very comfortable. Classroom teaching technology and computer labs are state of the art. The Center provides an excellent environment for the Adult Learner. We try to provide a "one stop shop" for the students. As many services as possible are made available at the Center. Adult Fast Track Students can register for classes, buy books, meet with their counselor, access library resources via the computer and have books and articles sent to them, attend writing or math tutoring sessions, work in the open computer lab, and meet with their teachers, all at Westmont Center.

There are admissions criteria and an admissions process for the Program. Criteria for admissions are: Students must be 24 years of age or older, pass the pre-course reading and English tests at college level, have a cumulative grade point average of 2.0 or better on a 4.0 scale, and meet with a counselor specializing in the Fast Track Program to make sure the Program fits their educational goals. At the beginning of their program of study, students are asked to take the Collegiate Assessment of Academic Proficiency tests. They will be asked to take the same tests at the end of their two-year program to assess learning that has occurred.

Community response to the Program is tremendous. It is clear that the College has tapped into a real need. Many employers are paying students' tuition. Original plans called for one start a year in the fall, but high demand necessitated adding an additional start date in February. So, currently there are two start dates per year—one in late August and one in February—both at Westmont Center. By July of 1999, the first program slated for late August was filled. The first group of 95 students began their two-year course of study on August 25, 1999. By November of 1999, the second program slated for February was filled. The second group of 95 students began their two-year course of study on February 16, 2000. The third program start scheduled for August of 2000 will be filled with 95 students by April. Attrition is less than ten percent. Plans call for expansion to two additional regional centers in 2001 and 2002. There is enough demand for immediate and continued expansion, but we are controlling growth in order to provide the highest quality in instruction and support services possible.

This is a highly successful program that demands involvement, collaboration, and change across the entire institution. Keys to success are: (1) Support from the President, (2) Strong leadership, (3) Broad based support across the institution, (4) Planning of curriculum and teaching by full time faculty, (5) Quality facility where space can be exclusively allocated to the Program, (6) Effective and dedicated support staff at facility, (7) On-going assessment of the Program for continuous improvement, and (8) Adequate budget. We are committed to continued success of the Program.

There is a high level of interest in the Adult Fast Track Program from other community colleges as well as four-year institutions. We have met with five Illinois community colleges to date, and have articulated the program with three four-year colleges in the area. We have had many inquiries about the Program design, the planning process, teaching methodologies, and administrative processes, and have been asked to present at state and national conferences. We are looking forward to continued success and to sharing our experiences with others.

Developing A Center For Excellence: Learning Communities At Collin County Community College

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Learning communities at Collin County Community College establish interdisciplinary, topical, and thematic approaches to learning and integrate technology, critical thinking, and field research into the curriculum.

Community college students are often part-time and are commuters. Orientation to their new community and to an intellectual community is a major challenge they face. As a result, student retention and success are often lower at a community college than at a four-year institution.

Community building is an essential need addressed by the learning communities program at Collin County. Learning communities enable students to work more closely with each other. Team-taught learning communities create an environment that enhances student learning by integrating teaching, providing an interdisciplinary approach to related topics, and establishing a supportive environment for collaborative learning. Learning community classes pair two courses around an interdisciplinary theme or central question. Students must enroll in both classes and can not withdraw from one class without also dropping the other. The course is offered in a block of time equivalent to that of the two classes, with both faculty present for the entire time. Students receive academic credit for both classes. Because the same cohort of students are together longer each week they get to know each other better. Students work more closely with each other on academic projects both inside and outside of class. By the end of the semester, a "sense of community" exists among the students and between the students and their instructors. By integrating technology, critical thinking assignments, service learning, and field research into learning communities the students' educational experience is further enhanced.

Learning community pedagogy (collaborative learning, active, and experiential learning) is both complimentary and supportive of innovative and creative instructional practices. By linking skill and content courses in learning communities, student learning becomes more coherent. Students have opportunities to explore topics in depth, engage in collaborative learning, have extended discussion of issues, and make connections among the disciplines, themselves, and faculty. Students conduct field research, visit historical sites, and utilize the community as a classroom. They have toured the state penitentiary, met with state legislators and supreme court justices, visited political headquarters, toured the Holocaust museum, and traveled to Belize and the Czech Republic.

Learning communities at Collin County allow students to engage in "experiential learning." The use of technology actively involves students in the learning process. It increases their level of information, expands their knowledge base, strengthens their research skills, and prepares them for continued involvement in the achievement of their educational goals. Students have conducted research using the Internet, engaged in computer simulations, and created video and photo documentaries that have been displayed in public buildings and in nationally recognized magazines. Regular use of technology in the classroom also provides students with a "comfort level" in technological proficiency. Skills acquired through a technology-enhanced learning community provide a foundation for other courses students will experience in their academic pursuits.

Other colleges can easily adopt this initiative. At Collin County, learning communities are faculty driven with an advisory task force overseeing the process. This task force is chaired by a faculty member and consists of faculty from each academic division, the Registrar, the Coordinator of Evaluation, the Dean of Social Sciences, and two student representatives. The task force developed a procedural manual that is distributed to each faculty member. Faculty planning to offer a learning community select a partner and a theme for the course approximately one year prior to its offering. After securing their respective dean's approval they submit their proposal to the advisory task force. They visit each other's class the semester preceding the learning community being offered. The planning for how the course will be taught begins at this time with faculty engaging in regular meetings to discuss the learning community format. By visiting each other's classes, faculty develop an understanding of their teaching styles, pedagogical approaches, and ways of working with students. Faculty who have taught past learning communities serve as mentors to provide guidance during this preparation process.

For the program to succeed, new learning communities faculty are recruited and trained. Workshops are offered each semester for faculty interested in teaching a learning community. In addition to the regular meetings of the learning communities advisory task force, the delivery teams for each semester meet to discuss common interests, strategies, and concerns in the teaching of learning communities.

The learning communities advisory task force actively pursues the collection and analysis of both primary qualitative data and secondary quantitative data. Comparative retention and success rates are utilized in not only determining promotional and program needs, but also are also used as a vital measure of the success and institutionalization of the learning community concept as a whole.

Learning community courses at Collin County have a significantly higher retention rate than both the college as a whole and like courses offered in a traditional learning format (non-learning community). Specifically, on average learning communities retain eighteen percent (18%) more students than the same courses offered in a traditional format.

As with retention, students enrolled in learning communities at Collin County also experience a higher rate of success. Student success rates are the percentage of students earning a grade of "D" or better. When compared to the same course offered in a traditional format, learning communities courses report a seventeen percent (17%) higher rate of success.

The learning communities advisory task force conducts focus groups for each learning community each semester. Students report that learning communities foster a climate of open communication between themselves and their instructors, adding fresh perspectives about the subjects and encouraging students to become more open minded. Students also attribute increased ability to retain information to the collaborative learning experience.

Collin County Community College was one of seven community colleges selected nationally to participate in the National Learning Communities Dissemination Project over the past three years at The Evergreen State College. The project was funded by the Comprehensive Programs of the Fund for the Improvement of Postsecondary Education (FIPSE).

Faculty Transition as Opportunity for Renewal: Competencies for the Future

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Cuyahoga Community College has recognized that significant changes in its operating environment are driving a need to actively plan for its future faculty. Like most community colleges that opened their doors in the '60s and early '70s, CCC is seeing high rates of retirements among faculty. We expect over the next five years to replace a third to a half of our current faculty. Advances in technology, new assumptions about learning theory, and changing expectations of learners demand that faculty and administrators become agents of change to develop new, perhaps radical educational opportunities.

Faculty transition at CCC has become an important opportunity for renewal, beginning with the hiring process and extending through faculty evaluation and faculty development. Cuyahoga Community College has now systematically defined the competencies expected for the Faculty of the Future as the first step in a planned change process which will be used in faculty hiring, development, and evaluation and in aligning core competencies of the College to support faculty in a period of rapid educational change.

The process of data gathering, begun in September 1999 and concluded in January 2000, involved four important steps:

- Review of the Literature: Throughout the fall semester, we searched the libraries and reviewed the available literature on the Faculty of the Future. While there were many studies of competencies among managers, there were few documents focusing on faculty competencies, and it soon became clear that this would be a groundbreaking endeavor.
- Benchmarking: We also made an effort to look at other colleges that had done something similar. The most common response was "We are beginning a similar project—please let us know what you discover."
- Focus Groups: Under the supervision of a consultant, we conducted a series of focus groups to identify the competencies that would be most appropriate for the expected changes at the College. There were three groups of faculty, one of administrators, and one of students.
- One-on-one Interviews: In order to probe further the themes that surfaced during the focus groups, we conducted six one-on-one interviews with faculty and key administrators. Each of the focus groups and one-on-one interviews was audiotaped, and the five focus groups were also videotaped to facilitate coding by the consultant.

Then all of the data gathered in this phase were coded and interpreted by the consultant, and the competencies divided into two groups. These themes demonstrated that faculty must be change agents as well as content experts in successfully driving educational transition.

Five *threshold* competencies that are essential simply to performing the job included the following: Communication (listening, presenting, writing, conversing, interacting); Content Expertise; Instructional Design & Delivery; Service Orientation (demonstrated commitment to students, the business community that they serve, and the development of the College); Aspiring/Achievement Oriented. There were also seven *distinctive* competencies that define superior performance of faculty as agents of educational change:

- *Initiative*: taking action to accomplish something in advance of being asked or provoked, that is different than expectations, traditions, or norms;

- *Adaptability*: the ability to make adjustments in one's thinking and behavior in order to respond in a flexible way to changes in the environment;
- *Persuasiveness*: the ability to build a case, convince another of the merits of, or adopt a new position, attitude, opinion, viewpoint, framework, or paradigm;
- *Persistence and Stamina*: the willingness to continue in a direction and movement toward a goal that is difficult to achieve, while being resourceful and working at a high level of both attention to detail and creativity;
- *Negotiating*: the ability to work with others in a way that generates resolution of a conflict; this can include a situation in which the person is one of the parties;
- *Conceptualization*: the ability to identify or recognize patterns in an assortment of information; and to then be able to describe and label the set of facts in such a way that communicates the meaning of the pattern; and
- *Positive Regard*: a basic belief in others, the positive belief that people are good.

Once these competencies were identified, we developed eleven behavioral expectations to spell out these competencies in recognizable educational terms.

In moving competencies into the hiring process, it became clear that we needed to view the position vacancy notice as a marketing tool. The position notice must reflect the excitement and interest in change that we want in the prospective faculty. The focus of the piece must suggest that the change agent faculty member identified in the competencies will be attracted to apply at the College.

In making sure that the Screening Advisory Committees (SAC) could make the best assessment of the prospective faculty, we developed an Applicant Questionnaire to provide added depth to our information about the candidates. We then developed materials and trained the members of the SACs not only to understand the competencies and what they might look like in an educational environment, but also to appreciate the differences in learning style and approach of each member of the SAC. This is an important component in getting the members of the SACs to function as a team.

But the transition for the College and the importance of assessing competencies does not end with the faculty hiring process. CCC has now begun defining broader institutional core competencies, making sure that administrative and support staff are properly suited to support innovation and change throughout the College and especially that initiated by faculty. The faculty competencies have been turned over to the Faculty Evaluation Committee for inclusion in the process of evaluating and advancing faculty. The faculty competencies will also be used as the basis for a needs survey and subsequent strategic planning for the Faculty Development program.

Teaching Resource Center

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Delaware Technical & Community College (Community College of the Year, *National Alliance of Business),* Terry Campus, has supported a Teaching Resource Center for the past six years. This Center, working in cooperation with the Dean of Instruction, Dean of Student Services, and the Human Resource Office, provides professional development and educational and personal enrichment for members of the faculty and staff. Programs sponsored by the TRC are faculty initiated.

The mission of the Center is to enhance student learning and the quality of the student learning experience by promoting excellence in instruction and student development. The Center gives faculty the opportunity to be responsible for their own professional development through programs and activities designed by faculty to meet faculty needs, thus promoting effective teaching and a quality education for students at the Terry Campus. Participation in all activities is on a voluntary basis, and professional development credit (which leads to salary enhancement) is offered for many programs. The TRC constitution defines "faculty" in the broadest possible sense, to include all personnel who have a direct responsibility for the development of students. This includes members of the Instructional Division, Student Services, the Library, as well as teaching personnel in Work Force Training, and Continuing Education. It also includes part-time and adjunct faculty, as well as full-time instructors. Programs are open to all faculty and staff, which further fosters congeniality on campus. Offerings range from In-Service and Enrichment programs, featuring nationally renowned presenters, to personal development/team building events such as pancake breakfasts, holiday open houses and trips to cultural events.

The number of programs and participation in the programs sponsored by the Teaching Resource Center has continued to grow exponentially since its inception six years ago. Other locations of our four-campus college are in the process of developing similar centers. The Center is directed by an Executive Board composed of representatives from a wide variety of disciplines. Board members serve two-year terms and feedback indicates that faculty members usually are pleased to participate and eager to be a part of this very active board. Board members are nominated by a TRC committee and elected by the Faculty Senate.

The TRC facilitates the continued improvement of student development by providing and conducting a wide variety of programs and activities. It provides a dedicated location where instructional research data, state-of-the-art physical resources and current media resources are available for the use of the faculty. It also provides an opportunity for training and evaluation of alternative instructional systems and it is responsible for increasing awareness of and sensitivity to the learning needs of an increasingly diverse student constituency.

For example, the center recently hosted speakers dealing with "Learned Optimism," "Monitoring Student Progress," and "Understanding the Gender Spectrum." There have been workshops dealing with security on campus and the effect of adequate advisement on student success. Several workshops and video conferences addressing Distance Learning and Web-based instruction have proven to be very popular. Last year the Teaching Resource Center provided 35 programs/activities equaling almost 1300 man-hours of instruction. One hundred percent of our full-time faculty, counselors and deans participated in at least one program and two thirds of the adjunct faculty attended the adjunct in-service. The TRC is especially proud of the programs designed specifically for adjunct faculty members. Every fall, a special Adjunct Faculty In-service program is offered on a Saturday. During this full day of activities, the morning is normally devoted to workshops and speakers while the afternoon is set aside for technology enrichment. Topics include developing electronic grade books, advanced e-mail, PowerPoint, and other software programs.

The TRC is faculty driven and administration supported. Funding is through the Dean of Instruction's office and covers salaries for a part-time coordinator and a part-time office technician, as well as materials, supplies and stipends for guest speakers. Participation in all TRC programs is on a voluntary basis and most available faculty members participate. The annual faculty survey provides the Board members with a view of the effectiveness of past programs and an idea of the needs, desires, and most convenient times to offer future programs.

Through the TRC, the faculty has the opportunity to initiate individual help or suggest programs that will fit the fast changing needs of course design, classroom presentation, and teaching success. Most of the programs developed and offered by the TRC are done so at the suggestion of one or more faculty members. Through cooperation with the Dean of Instruction, Dean of Student Services and the Human Resource Office, the TRC has established a reputation as the place to go with a new idea, a place to share insights and a place to begin the quest to facilitate changes in the classroom.

America Reads: An Opportunity for Service Learning

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Traditionally, student learning in the classroom is enhanced through innovative teaching strategies, technology, or a closer focus on the learner's needs; it is time, however, to consider enhancing student learning outside the classroom walls. Student learning combined with service equals the compound dividend of "service learning"—where both the student learner and the recipient of the service benefit. One such initiative is the America Reads Challenge that has been implemented on the Dyersburg State Community College Campus. This program provides service learning opportunities for both federal work-study (FWS) students and student volunteers.

The President's Coalition for America Reads was created by President Clinton and Congress to recruit volunteers to work one-on-one with children who are learning to read or who are having difficulty learning to read. The program's goal is to recruit more than one million citizens to tutor and read to young children in small group settings or in one-on-one tutoring sessions. The national challenge is for all children to become literate by the completion of the third grade. This initiative is an excellent opportunity for colleges to increase service learning and to have students become part of a national program that reinforces the need for a strong educational foundation in our country. In addition to the service benefits for the college students and the recipients of the tutoring services, colleges benefit directly since the Department of Education will pay 100% of the salaries of the America Reads tutors.

America Reads and the opportunities it affords FWS students in particular gives DSCC an innovative and creative way to insure elementary education majors and other FWS students interested in careers in teaching or education can have some "teaching" experience before they apply for admission into a teacher education program. Many students think they want a career in education, but often they have not had an opportunity to learn more about their career choice. America Reads, by putting students in a tutoring position, gives students an opportunity to experience the realities of working with children. Anyone who works with elementary school programs knows that teaching is more than books, computers, and testing. Teaching means being able to recognize the child inside the learner and being able to transfer an enthusiasm for learning to another person. The America Reads program gives tutors a service learning experience that can help them determine their own course of study. Since 1998, our program with both FWS students and student volunteers has had students who planned on becoming elementary school teachers. Some of them, however, after working for a semester in the program decided teaching was not the career choice they had imagined and opted for a new career path. However, several students discovered they had a talent for teaching and enjoyed working with small children enough to change their career choices to education. Some students, however, do not want to be teachers, but they do want to make a difference to a small child who is struggling with learning. Often these students faced the same barriers when learning to read, but were successful and are now enrolled in college; they want to give something back to their school system and also want to encourage other children to succeed.

The America Reads program can be easily implemented by any college or university because the training for tutors is readily available through the U.S. Department of Education, the Regional Educational Laboratories (educational research and development organizations supported by the U. S. Department of Education, Office of the Educational Research and Improvement), and many colleges and universities across the country. The training for tutors does not require a major commitment of time or money, but it does require a commitment to the program on the part of the America Reads Coordinator at the college and dedication to the program by the tutors. The program requires volunteers to commit at least thirty minutes once a week to one-on-one reading with a child who has been selected for them. The FWS students are scheduled for two sessions each week with the same children for one full semester (or perhaps the entire school year). Tutors are asked to report on the progress children make with reading, vocabulary, and comprehension skills (using materials they have been provided), and the coordinator is available for additional training and follow-up observation of the tutors.

Our experience has shown that using student volunteers is a way to expand service learning beyond the FWS students, but the FWS students (for obvious financial reasons) are more likely to remain with the program and provide the continuous tutoring contact that the children enrolled in the program must have. Sustained, consistent tutoring that is monitored by the America Reads Coordinator (working in partnership with classroom teachers and curriculum coordinators in the elementary schools) does produce positive results and improved reading by the children who receive tutoring.

When we measure the success of the program at DSCC, we cannot use as the only indicator the FWS students or the student volunteers. Their reaction to the program has been positive, but more importantly their work has produced results in the schools. The principals and classroom teachers with whom we have partnered have reported improved reading scores by children who received consistent tutoring. They also report that children in the program have improved self-esteem, a more positive attitude toward reading and learning, and often a willingness to more readily join the learning community in their classrooms.

When college students are given the opportunity for learning outside the classroom and when that learning provides a service to the community and an intrinsic benefit to the student, then everyone involved benefits from the initiative. In addition, through the America Reads program, the college promotes the idea of partnership with the public schools and often finds, as in our case, that others in the community are willing to join that ever-expanding partnership. When the community learned about the DSCC America Reads initiative, books and supplies were donated to the program by businesses who were equally concerned with the importance of children learning to read and who were equally committed to service learning.

Cooperative Learning Improves Faculty Development And Classroom Facilitation Tool

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In August of 1999, four Dyersburg State instructors went through training at the Southeastern Center for Cooperative Learning in Jacksonville, Florida. Since that time, we four have been sharing what we have learned with others at our school. The Jacksonville Cooperative Learning Program is based on techniques of cooperative learning developed by the Johnsons at the University of Minnesota. The goal of the program is to shift the emphasis of class time from teachers lecturing and students passively listening, to an emphasis of class time where learners actively participate with teachers and each other to facilitate learning.

Faculty in-service training in learner centered teaching was done using a combination of techniques with the maximum emphasis on actively using learner centered techniques with a minimum of emphasis on traditional lecture. This resulted in reducing the frustration associated with traditional in-service training in which faculty are listening to someone talk about how to do tasks, instead of getting actual experience in practicing new tasks.

We began with the Faculty Academy, a four-day orientation of new faculty and staff to Dyersburg State. We introduced the concepts of cooperative learning by grouping participants and having them learn the concepts by doing the techniques, instead of listening to lectures about cooperative learning.

At the fall meeting of adjunct faculty we did a brief introduction and demonstration of the techniques, which resulted in a lively discussion about the merits of cooperative group learning. Then, in our October fall update, we led groups of faculty and staff members in cooperatively analyzing and revising our

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college mission statement and goals. At that time, we used techniques of cooperative learning without a lot of explanation as to what we were doing.

Again, in January at our spring update, we grouped faculty members into small interdisciplinary groups and spent time training in various techniques of cooperative learning. We were at first frustrated and apprehensive to find that our portion of the program had been scheduled as the last part of a long day. Faculty are typically unhappy at spending time in meetings, and less-than-cooperative at the prospect of spending time in boring, abstract lectures about instructional improvement.

At the end of the training, we were somewhat amazed to find that people were not hurrying away as early as they could, and that some were even staying behind to talk. Something new had happened. As we analyzed the session later, we came to several conclusions.

Learning by doing the techniques is better than listening to lectures and descriptions. Everybody who sat in one of the groups practiced at least three cooperative learning techniques. Many expressed increased motivation to use the techniques in their classrooms. Some who have a history of being uninvolved in such sessions were observed to be involved in the task at hand.

Using our own newly trained experts was better than bringing in outside experts. Although we are not seasoned trainers, we have tried some of the techniques in our classes, and we do plan to go through the advanced training necessary for certification. We emphasized our inexperience, and were able to share our recent failures and identify pitfalls which others might encounter. Nevertheless, homegrown people know their colleagues and the situation best.

Using a multidiscipline approach helped teachers from all disciplines see how cooperative learning techniques could be used in each subject. Many of us felt increased connection to faculty members with whom we rarely work and whose disciplines are foreign to us.

Our initiative could be adopted by other schools without much trouble. We offer the following suggestions:

- A core of faculty members needs to be sent off-campus for training. The four days are exhausting, but necessary, and people need to be in a place where they will not be taken out of sessions by campus distractions.
- When that trained group begins to work with other faculty on campus, an across-discipline approach may be more productive than a within discipline approach. In our case, diversity in groups produced a greater number of ideas. Working with colleagues we didn't know as well as our same-discipline fellows also widened our sense of community.

Our success has been measured by a number of informal criteria. We have been asked to demonstrate the approach on several occasions. Evaluations of the October training were positive. On all occasions there were people who remained behind to discuss the ideas further. Teachers who have begun using cooperative learning report that when students are asked to evaluate their classes, the most consistent comment which students make is that they enjoy the cooperative group learning activities and that they would like to see them continued.

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Some faculty have discovered that training in cooperative learning can result in our discovering what our strengths as facilitators of student learning are, as well as revealing to us those areas where improvement is needed.

In the future, we will return to Florida for advanced training in which we will become certified trainers in cooperative learning. In our second year we expect to do more intensive training with other faculty members who are interested.

With relatively little time, expense, and equipment, we have been able to expose all of our fulltime and introduce many adjunct faculty to the concepts of cooperative group learning. Unforeseen outcomes have been an increased sense of community and commitment on campus.

Games for Learning

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During our 1999 fall Update at Dyersburg State Community College our faculty were introduced to some classroom learning software that could be used in our master classrooms. These commercially available programs would allow instructors to design their own quiz show sessions (e.g. *Jeopardy*, etc.) with customized questions and answers based on the material being covered. After the demonstration, most of our faculty were very interested in using this software, or something akin to it. Unfortunately, these commercially developed "learning wares," to which they are popularly referred, carry a significant price tag. Also, the current budget crunch being experienced in higher education in the State of Tennessee did not allow us the luxury of such an expenditure.

The enthusiasm was such, however, that a few of our faculty developed close facsimiles to the commercial programs using Microsoft PowerPoint presentations. But even these clever presentations were limited by the nature of the software itself. It took too much time to design the slide show presentations, enter the questions and answers, and during the course of play in the classroom, other problems would surface.

Seeking advice on how to alleviate these problems, our computer staff referred us to a student aide with a good knowledge of "Visual Basic." It was thought that using that language he might be able to modify our PowerPoint presentations into a workable classroom game show format. Nicholas Hickman, our student-aide, had other ideas.

Nick wrote, from scratch, a Windows compatible program that does basically what the fancy, commercial, game-show packages do. In fact, in many regards it is better. Having used the commercial demos in my classroom, we were already familiar with some problems, like the inability to go back and correct mistakes when a right answer was counted wrong (or vice versa). An "editing" button was badly needed, as well as other adjustable parameters (i.e., timer clock, score keeping box, etc.). Nick's software did this and much more, and it could all be downloaded (or played as is) from just one 1.44 Mg floppy, or accessed using our school's network.

Already Nick's program has proven to be very popular among our faculty. At our 2000 spring Update Nick introduced his latest version (3rd) of his learning game: *What Do You Know*. It is currently being used in Foreign Language courses, English Literature, General Biology, Human Anatomy & Physiology and others. Question banks are currently being developed for other courses. There is no question that Mr. Hickman's contribution to our institution's educational effectiveness is worthy of this award.

Extending the Benefits of On-line Learning to the Traditional Classroom

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The convenience and effectiveness of on-line (web-based) learning should not be limited to completely on-line courses; rather, traditional face-to-face learning can now easily include learner access to class/Internet resources as well as to asynchronous (anytime) communication with peers and instructors. Formerly, these benefits were limited to classes whose instructors were willing to learn and practically master an assortment of web-based software, including HTML editors, FTP tools, and stand-alone Discussion Applications. However, with the advent of web-based instructional technology tools, such as Blackboard's CourseInfo, any instructor with minimal computer/Internet expertise can use the convenient and effective on-line instruction to enhance student learning.

At Fayetteville Technical Community College, on-line instructors have used a set of college created web-based instructional tools since 1996 to teach on-line classes. Many have extended the use of these tools to their traditional classrooms; however, the majority of instructors at the College—and, as a result, the majority of students—still have not benefited as much as they could from the use of on-line pedagogy and instructional design.

In 1999, a handful of on-line instructors were trained to use Blackboard's CourseInfo—user-friendly and powerful web-based instructional software. These instructors are using CourseInfo to teach their on-line courses in the spring 2000 semester. During this same semester, several veteran on-line instructors are using CourseInfo to enhance communication and resource-access for their traditional classes. These experienced on-line instructors needed only brief training in CourseInfo to begin using the software.

During the spring 2000 semester, two one-hour training overviews of the CourseInfo software will be provided to the remaining twenty on-line instructors at the College. These instructors will receive release time or stipends this summer to attend daily workshops to convert their present on-line courses to CourseInfo-based on-line courses and to familiarize themselves thoroughly with the software. Since CourseInfo provides user-friendly access to the benefits of web-based learning, these on-line instructors will serve as mentors to traditional classroom instructors in their instructional areas when CourseInfo training sessions are provided for all faculty members in the fall 2000 semester.

By the spring 2001 semester, the goal is for all Fayetteville Tech instructors to have, at a minimum, their course syllabi, assignments, and staff information on-line for student access from home or through the College's computer labs. Instructors can then work to "populate" their courses with subject-specific and other Internet resources. They can also begin to supplement face-to-face discussions and peer group activity with asynchronous discussions and peer group activity accomplished through e-mail and discussion forums. The eventual goal of extending communication and resources to on-line venues will be to maximize physical classroom space for essential meetings only and, thus, more effectively provide a learner-centered academic experience for the College's students.

Funeral Service Education: Alternate Delivery

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The Funeral Service Education (FSE) program at Fayetteville Technical Community College began in the early 1970's when funeral service professionals expressed a need for a funeral service education program in North Carolina. At that time, there were only 31 funeral service education programs in the United States. Several NC Community Colleges were contacted, but only Fayetteville Technical Community College (Fayetteville Technical Institute at the time) responded with interest. The program enrolled the first students in the fall of 1974 and graduated the first class with an Associate of Applied Science Degree in 1976. The FSE program is accredited by the American Board of Funeral Service Education, headquartered in Portland, Maine.

The funeral service program at Fayetteville Tech has enjoyed steady growth since its inception. To become licensed as a funeral director and embalmer, a person must be a graduate of an American Board of Funeral Service Education accredited college, successfully complete the National or State Board Exam, and serve a one-year internship in a funeral establishment. North Carolina also has a separate license for individuals who wish to become funeral directors, but have no interest in the technical aspects of the profession. This license is exclusive to the state and does not have national accreditation. It is a one-year program culminating in the awarding of a NC Funeral Directors Diploma. The individual must then successfully complete the NC Funeral Directors Exam and serve a one-year internship.

Since Fayetteville Tech had the only program of funeral service education in the state, it became apparent that in order to satisfy the needs of citizens statewide, an alternative form of instructional delivery was needed. In 1990 the college entered into an agreement with Forsyth Technical Community College in Winston-Salem to offer the courses needed for the NC Funeral Directors Diploma. The arrangement called for Forsyth Tech to provide the general education courses in the program while Fayetteville Tech provided the core funeral service courses. An instructor from Fayetteville Tech traveled to Forsyth Tech one day per week and taught two FSE courses each term. This enabled students to complete all diploma requirements at the Winston-Salem location.

With the development of the NC Information Highway (NCIH) it became possible to increase access to this program to even more students statewide. The NCIH allows classes to be broadcast with real-time video and audio from Fayetteville Tech to other sites around the state. Courses were originally broadcast to two colleges, but are now sent to eight sites: three evenings per week to Forsyth Technical CC, Winston-Salem; Catawba Valley CC, Hickory; Rowan-Cabarrus CC, Concord; and Pitt CC in Greenville; and one day per week to Halifax CC, Roanoke Rapids; Central Piedmont CC, Charlotte; Edgecombe CC, Tarboro; and Southwestern CC, Sylva.

The NC Funeral Director's Diploma curriculum consists of 13 courses, five funeral service specific courses and eight general or related courses. The beauty of the collaboration program between FTCC and the other community colleges is that students can complete 8 of the 13 courses required at the community college closest to them and then select the NCIH site most convenient for them for the five funeral service courses

Soon after the first group of "distance" students completed the diploma requirements for the funeral director's license, the college explored the possibility of offering the full Associate Degree via distance learning. This arrangement would prove to be more challenging since three of the required courses in the degree program contained lab components. The general education component would be fairly easy to arrange with the adoption of a Common Course Library by all NC Community Colleges in 1997. Several of the major courses such as anatomy and microbiology could also be taken at another community college.

The expansion of Internet-based instruction at FTCC enabled additional FSE courses to be taken at a distance. Embalming Theory I and II courses were developed as hybrid courses. Students would take the classroom portion of the courses via the Internet and meet the embalming clinical requirements through a co-operative work agreement with funeral homes in their local community. The embalming chemistry class was offered at Catawba Valley Community College in the Western part of the state. The Restorative Arts course was also offered at CVCC via the NCIH with the Fayetteville Tech instructor observing the lab component of the class. Finally, the Funeral Service Projects course, a seminar review of topics included in the National Board Exam, was developed for Internet-based instruction.

The innovative scheduling and instructional delivery methods enabled a charter group of three students to complete the AAS degree in Funeral Service through Fayetteville Technical Community College without ever setting foot on the FTCC campus. During the commencement exercises in May 1999, one graduate traveled 8 hours to participate in the ceremony and was welcomed to the campus for the first time by the vice-president of the college. All three distance education graduates successfully passed the state licensure exam.

Fayetteville Tech continues to enjoy strong enrollment in the FSE program as a result of this collaborative effort with community colleges and funeral service directors throughout the state. As the first college of funeral service education in the country to offer any type of alternative delivery, FTCC is often asked to serve as a model for other colleges. The Department Chair recently presented a workshop in Nashville, TN, and will present another workshop in April, 2000, in Phoenix, AZ, for the American Board of Funeral Service Education.

Fayetteville Tech is proud of the success of this collaborative alternative delivery program. The students are excited and dedicated to this endeavor; Funeral Service faculty members are amenable to learning and experimenting with alternative instructional methods; and, most importantly, the FTCC Administration provides the technical and financial support necessary to insure high instructional quality. The success of this non-traditional approach to providing instruction has greatly enhanced student access to Funeral Service Education and serves as a model for all types of alternative delivery initiatives.

Freshmen Learning Communities: Creating a Commitment to College

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A comprehensive study of Frederick Community College's changing student population and a concern about promoting student retention, student academic success, and student readiness for college resulted in the creation of an innovative approach to teaching freshmen. Utilizing learning theory and research related to student orientation to college, freshmen learning communities were created. Now recognized and proven to be an effective program that promotes student success, the learning community consists of a Freshmen Seminar course linked to either English Composition or Fundamental of Speech.

To develop the curriculum for the three-credit Freshmen Seminar course, a task force used the contents of a college-wide survey from faculty, students, and staff that described the skills, behaviors, and information students needed to succeed a Frederick Community College. Other orientation courses including the Master Student and the Freshmen Year Experience seminars were reviewed. Most importantly, a comprehensive review of theory, research, and current educational philosophies led to a compilation of multiple perspectives on promoting student retention and academic success. In addition, the task force seriously considered the call for reform of higher education that was documented in *An American Imperative Higher Expectations for Higher Education* (Wingspread Group on Higher Education, 1993), *The Work of Nations* (Reich, 1991), and the 1992 Secretary's Commission on Necessary Skills report, commonly known as the *SCANS Agenda.* The resulting curriculum included a comprehensive orientation to Frederick Community College. A distinguishing aspect of the curriculum, however, was a focus on the integration of a student's discovery of his or her unique talents and abilities, the current workplace expectations and trends, and the college's course and program offerings. This final aspect of the course directly related to Dale Parnell's research on contextual learning theory that supported the need to teach connections between the student, course content, workplace opportunities and competencies, and future life demands. Central to all parts of the curriculum was the need to enhance the college freshman's understanding of his or her affective, cognitive, and social uniqueness and development. Furthermore, the assumption was that a course that facilitated the relationship between students' college experiences and the reality and expectations of the workplace would increase students' interest and motivation to be educated.

Based on collaborative theory, learning communities were established to maximize the effectiveness of the freshmen orientation course. English Composition and

Fundamentals of Speech, commonly taken by freshmen, were identified as courses that would enhance a student's ability to learn the topics of Freshmen Seminar. Sections of both courses were linked creating a six-credit registration block offered to freshmen taught by a communication faculty member, and faculty member trained to teach Freshmen Seminar. The communication link provided an opportunity for students to write and speak about themselves, their college experience, the workplace, and career development. Cause and effect writing and speech assignments related to students' lives and futures. Information gathering in Freshmen Seminar led to the development of process papers and argumentative speeches. Furthermore, study skills and time management were authentically taught utilizing the demands of the communication courses.

A comprehensive quantitative and qualitative study of the effectiveness of the freshmen seminar course was completed. The outcome was that blending the curriculum, learning outcomes, and teaching methods of Freshmen Seminar course with two communication courses, English Composition and Fundamentals of Speech, resulted in significant improvement in student retention, student academic success, and student readiness for college. The fall-to-spring retention rate for students participating in the linked model was approximately 94%. The college fall-to-spring student retention rate was approximately 67%. Students participating in the freshmen learning communities were academically more successful. Furthermore, qualitative input from students and faculty supported the need for this freshmen program, and the importance of providing this opportunity to become academically and socially connected with the community college. Finally at Frederick Community College, the innovative curriculum and teaching model of the freshmen learning community affirmed that teaching students to interconnect their abilities and talents, their college learning demand, the workplace expectations, and their potential careers created a connection and commitment to college.

Preparing Faculty for the Future-Technology Training

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In 1999, Georgia Perimeter College (GPC) implemented a comprehensive faculty training program in technology, titled "GPC Distance Education Faculty Fellowship Program." The Board of Regents of the University System of Georgia, the GPC Foundation, and the College provided funding for the Program.

Purposes of the Program

- We provided faculty training to GPC faculty to enhance their technological and pedagogical skills in distance education course delivery.
- We developed new distance education courses.
- We assisted in the professional development of both faculty fellows (those who developed distance education courses) and faculty leaders (those who provided training and mentoring to the fellows).

Conceptual Framework

Faculty leaders, identified by their demonstrated teaching and technology background, helped develop the technological skills of the participating faculty, known as "fellows," and assisted the fellows in course development through individualized mentoring.

Structured training workshops were offered throughout the summer, sponsored by the GPC Center for Teaching and Learning, which included the following:

- Faculty leader training on mentoring skills — 1/2 day
- Formalized faculty fellow training — 2 days. This two-day comprehensive program included an orientation session and training in Microsoft Outlook 98, Introduction to WebCT, Microsoft Photo Editor, and Beginning and Advanced Composer.
- Formalized advanced faculty training on WebCT by a WebCT consultant — 2 days
- A WebCT training site was established for the program — on-going, asynchronous discussion, and training

Summary of Project Outcomes

1. Identified and trained four GPC faculty who served as "faculty leaders/mentors" to assist faculty who were chosen for fellowships. As a result of their participation with the GPC Faculty Fellowship Program, the leaders are now serving as a cohort of experts, providing ideas and vision for the future development of distance education at GPC. Professionally, the leaders developed mentoring, leadership, technical, and administrative skills as a result of their participation.
2. Identified and developed the technology skills needed by the thirty-one GPC faculty members who desired to develop distance education courses.
3. Provided a well-structured faculty development program during summer and fall 1999 semesters. Training was a collaborative effort that included the Director for the Center for Teaching and Learning (CTL), GPC faculty, and Educational Technology personnel.
4. Developed twenty-nine distinct distance education courses. These included on-line courses and teleweb (telecourse/on-line hybrid) courses.
5. Twenty-five of the 31 GPC fellows offered their distance education courses in the spring 2000 semester. The others will offer their courses in summer or fall 2000.
6. Implemented a quality control/ course review process to assure that the distance education courses followed GPC common course outlines and were pedagogically sound.

Recommendations to Institutions Wishing to Replicate the Training Program

Organizational Structure

The Assistant Vice President for Academic Affairs served as Project Manager. The Director for the Center for Teaching and Learning served as Training Coordinator. A Planning Group for the Project, which included representation from Continuing Education, Academic Affairs, and Educational Technology, assisted with developing the details of the project plan and also reviewed faculty submissions.

Collaboration and cooperation was critical between various divisions of a complex institution. The structure was inclusive and we included individuals in the Planning Group who understood infrastructure needs and educational design issues.

Faculty Training

A training program is best implemented for institutions that have made a commitment to one common type of web-based delivery system. In our case, this was WebCT.

As part of the application process and during the first orientation session, we assessed faculty fellows' experiences and backgrounds in using various software programs. Thus, during the training, we almost always offered concurrent workshops, one for the more "advanced" fellows, and one for fellows who needed basic skills. It is desirable to assess competencies of the faculty participants and to develop individualized plans of program study. It is important to consider the learning styles of the program participants. Faculty leaders assured that individualized mentoring occurred for faculty fellows who needed additional training time on the software programs, after the accelerated workshops were offered.

We developed competency checklists for leaders to use with their fellows. This assured commonality of skill development and that the fellows had mastered basic competencies related to development of distance education courses by the end of the training program.

The development of the WebCT course for GPC Fellows was a meaningful training experience for the GPC Fellows and Leaders. This asynchronous mode of instruction met the needs of the very busy participants. Faculty fellows and leaders were immediately immersed into using WebCT. Part of their training occurred via use of a GPC Fellowship WebCT course. Thus, they also experienced being on the receiving end of a WebCT course, as a student might. The web site continues to be maintained and a number of stimulating discussion threads exist on various topics related to distance education, such as testing at a distance.

It is important to allow for flexibility with the individual project completion dates. Faculty fellows were paid a stipend of $5,000 for participation. They were paid in three installments to maintain accountability and to encourage project completion. To further maintain accountability and clear communication from the beginning of the project, each faculty fellow and faculty leader received an outline of responsibilities and outcomes expected. They signed a contract agreeing to these parameters.

Time-line

If we were to offer a similar program in the future, we would definitely revise the ambitious time-line that was set. From literature, it is suggested that the development of a distance education course generally requires eighteen months from concept to course offering. Many of the fellows already had some experience with distance education course development. Since many had already begun pilot projects also, most fellows were able to complete their projects within a six-month time frame.

Faculty Training Institute

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Recognizing the need to provide faculty with instructional technology training opportunities and the necessity for them to have uninterrupted duty free time to concentrate on the training and projects, the Gulf Coast Community College Instructional Affairs Council approved and authorized funding for a summer training institute.

The summer institute would be a week-long intense hands-on training opportunity concentrating on the use of technology in teaching and the creation of special projects for classroom applications. The faculty would be trained not only on the technology itself but also on pedagogical issues such as assessment and portfolio design and production. Due to limited space only ten people would be selected to attend the institute, which would be held in late summer after most classes were over. Selection of the participants would be competitive based on written proposals describing the type of projects they would like to produce and the anticipated effects attendance at this institute would have on teaching as well as student performance. Each participant would be given a $500.00 stipend for attending and leave the institute with a project well on its way to completion. Since the instructor was already a GCCC employee he would be available to work with them one-on-one to assist with the completion of the project and continued use of additional applications.

This institute was offered for the first time in the summer of 1998. Out of thirty applications ten faculty were selected by a committee made up of the director of library/instructional technology and six academic division chairs. Two substitutes were selected in case any of the original participants found it impossible to attend. Of the ten who were selected, five had very minimal computer skills and five were highly skilled. The coordinator of instructional technology agreed that this would be a great mix and paired them, skilled with unskilled. There was also a mix representing various disciplines (no two from the same division), ages and longevity at the college.

The institute orientation provided this initial philosophy: "Integrating technology into classrooms and educational programs is a journey, not a destination. Educational professionals must become computer literate, master classroom management, and resolve curriculum integration in order to succeed in the classrooms of the 21st century. If we are to provide a quality educational experience to our students, we ourselves must be informed and capable professionals. In this training, we will explore the topics below, and get hands-on training in the software and hardware to achieve a required background knowledge. We hope that you will consider this training a valuable asset in your continuing journey through educational and productivity technologies."

Computer Productivity		
Promoting Engaged Learning	Evaluating Instructional Software	Implementing Presentation Technologies
Instructional Uses of the Internet	Multimedia Student Authoring	Measuring Student Performance

More information about the actual content can be seen by browsing the GCCC Instructional Technology web site at http://www.gc.cc.fl.us/tlc/

At the conclusion of this first week-long institute, each attendee was given a CD ROM containing the majority of the training materials as well as a binder of information to reference.

The projects completed included a companion web site for statistics courses, a web site illustrating how a bill becomes a law, PowerPoint presentations for a physics course, a chemistry lab safety CD ROM with video clips, PowerPoint slides on line for introduction to computer applications, a recruiting web site for technology degree programs, as well as an art faculty member training all his students to create CD ROM portfolios. As indicated by the diversity of the projects no one format was emphasized. Many different technologies were explored and each participant was encouraged to use what might best fit the needs of the course or the students.

These initial projects fueled interest among many additional faculty and created an excitement to use instructional technology in every division on campus. This let to the installation of presentation equipment in each division and a movement to equip a faculty training lab. In the spring of 1999 Instructional Affairs Council approved the installation of the lab with ten computers, a video imaging station, a audio station, CD ROM burning station and a presentation device. The council also approved funding of the second summer institute which led to ten additional faculty having the opportunity to spend a week concentrating fully on creating instructional technology applications for their classroom. This institute has now become an integral part of GCCC's staff development.

This initiative has been the catalyst for the infusion of technology in the classroom and has instilled all over campus an overwhelming excitement to utilize any and all possible means to improve the learning process. It has led to the acquisition of 10 additional smart classrooms and many ancillary pieces of equipment that enhance the educational process. The initial small numbers of projects and faculty using technology has now become a tidal wave of interest and projects. The initial small stream of requests for help and training has now become a true flood. Training is now available on demand and in scheduled weekly workshops. Students and faculty alike are using new technologies to enhance learning.

The Community Scholars Program

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In fall 1993, Heartland Community College established the Community Scholars Program (CSP) to provide a service learning scholarship opportunity for high school students with potential for academic success as well as a propensity for community service. Volunteerism and the sense of "giving back" to the community are the central features of the program. Students are selected from the graduating class of each district high school based on a thorough application and review process that evaluates academic ability, community service experience, teacher recommendations, and reasons for participating in the program. The number of scholarships designated for each high school vary from one to three depending on the size of the graduating class. A committee composed of faculty and program staff reviews applications, and successful applicants are offered a two-year tuition and fee waiver.

This program is designed for full-time students who enroll continuously at Heartland Community College. Waivers are granted up to a maximum of four semesters (12-19 hours) and two summer sessions (1-8 hours). Students must maintain a minimum grade point average of 2.75 and commit to satisfactory completion of course work and leadership training. A mandatory orientation session is conducted for new students prior to the fall semester.

The program provides students with a designated academic advisor who is familiar with the program requirements and is responsible for monitoring academic success throughout the semester. Program staff also collaborate with the advisor and the participant to ensure that students are academically successful and meet all graduation and transfer requirements.

All first year students are required to enroll in Volunteerism 101 (VOL 101) in the fall semester. This one credit hour course allows students the opportunity to explore personal goals and objectives for participating in community service as well as identifying possible future volunteer sites. Through site visits, research papers, and group speeches, students define the meaning of community and volunteerism. A major component of the class is the completion of a fundraising project for a local charity. This activity creates a sense of group identity, as well as developing leadership skills and a sense of accomplishment.

In the spring semester of the freshman year, students begin their "on-site" volunteerism by enrolling in SSI 299 (Social Science Internship). This course is required for three semesters and meets for one hour a week. Students are required to volunteer at a non-profit site chosen by the student in consultation with the program director. Site choices are typically determined by the career aspirations and personal interests of the student. The program staff meets individually with the student to ensure that the site is carefully selected and will meet the goals and objectives of the student while satisfying the needs of the agency. Students must volunteer "on-site" for a minimum of 70 hours each semester. Thorough documentation is required from the student and on-site supervisor that includes an agency profile, goals and objectives of the experience, and monthly time sheets. Evaluations are also received by the agency supervisor at mid-term and at the end of the semester. At the conclusion of the experience, students submit an evaluation of the site.

Student performance is monitored by the site director and CSP staff. Evaluations are based on on-site performance, in-class reflection exercises, and the completion of a portfolio that combines reflection with a general overview and analysis of the volunteer site. Students are expected to share their experiences with their cohort.

During the summer, students are required to volunteer for 3 hours per credit hour enrolled (up to a maximum of 8 credit hours). While they must complete the necessary documentation as required during the 16-week session and meet with the program staff, they are not required to enroll for SSI 299 or meet as a class.

In 1993, enrollment in the Community Scholars Program totaled three students. Through an aggressive publicity campaign among district high schools the 1999 intake peaked at 17 students. Of the 17 high schools in Heartland Community College's district, only 2 have not participated in the program. To date, there have been 81 program participants. The average GPA of the community scholars is 3.27 (1999) compared to the full-time HCC student population GPA of 2.49. The transfer rate of program graduates to four-year institutions is 91%. Since 1993, 70 agencies have benefited from community scholar volunteer hours, and in 1999 alone, over 3300 volunteer hours were donated to local agencies.

This program has proved to be successful in creating a sense of group identification. Students publish an annual Community Scholars Newsletter that is mailed to alumni, the Board of Trustees, volunteer agency sites, and district high schools. Graduates of the program have consistently displayed a willingness to sustain contact with the program staff and the program participants. In addition, the students have evolved into active representatives of the institution by volunteering as guest speakers in the community, and informational resources on college-wide issues. For the last two years, a community scholar has been elected by the student government to serve as a member of the Board of Trustees.

Student dedication to community service has also been exhibited through their establishment of a Heartland Community College ROTARACT club which is sponsored by the Normal Rotary Club. Serving as ROTARACTORS, the community scholars have extended their community service to include the international community.

The relationship cultivated through the program between staff, community leaders, and other students is an important benefit to the community scholar. Mentoring by staff and the availability of support services and assistance has enabled those students with a weakness in a particular academic area to succeed in college. Likewise, the combination of staff mentoring and practical volunteer experience has often guided students toward a career path that blends their academic strengths with personal interest and enthusiasm. Finally, this program has allowed students to develop a group identity and sense of camaraderie that is not always easily achieved at a community college.

Capstone Course

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Highland Community College, Freeport, Illinois, designed a seminar course for second-semester sophomores. This course, which was offered for the first time during the spring 1999 semester, provides students with the opportunity to integrate and apply knowledge and skills from their general education curriculum. Throughout this eight-week course, students design and evaluate projects, demonstrate critical thinking and focus on the knowledge and values leading to personal and professional success. The course provides students with an opportunity to explore the personal, social, and practical issues of transition to a senior institution or work environment.

While interesting and rewarding, this course also benefits the College by assessing student learning outcomes and competencies in six areas of general education, including communication, critical thinking, technology, academic and occupational success, and awareness and appreciation of human culture.

This course is an opportunity for students who have completed approximately three semesters or approximately 45 credit hours of degree-track general education courses. Students who complete the College Outcome Measures Program, a standardized instrument developed by ACT, and have earned enough credit hours are invited to enroll in this course. During the course, students synthesize and apply their knowledge and skills in situations related to academic transfers or employment opportunities.

The Highland Community College sophomores who completed the initial Capstone Course represented nine high school districts and nine major fields of study. All 20 students who participated in the program were beginning their fourth full-time semester at Highland when the Capstone Course began. Although, the sample was limited to 20 students, these students represented much of the diversity of Highland students in background and academic history.

Throughout this course, students are provided with a variety of materials and then design and evaluate projects based on the material. Projects are evaluated to determine the students' abilities to engage in informed discussion; to gather, analyze, and synthesize data; to make effective oral and written presentations; to work in collaborative groups; and to critique and evaluate their work and others' work as well.

Innovative

As part of Highland Community College's on-going development of the process of assessment, Highland Assessment Committee members consulted colleagues at the North Central Association and at ACT. A result in these discussions has been the decision to create a Capstone Course as an additional component of the assessment process. The course allows faculty to observe directly the general education skills and attitudes that have been learned and their application.

Traditionally, a capstone course is a seminar experience for students toward the end of their four-year college education. This course provides our students with an opportunity to synthesize various courses in their majors or disciplines into a foundation for future work or study.

As a central postsecondary academic institution in a 1,100 square mile region, Highland is dedicated to serving the residents of northwest Illinois. The Capstone Course assesses how well the College serves its residents. The course was initiated in direct correlation with the College's mission statement. The College's mission states: "Highland Community College is committed to shaping the future of our communities by providing quality education and learning opportunities through programs and services that encourage the personal and professional growth of the people of northwestern Illinois."

Highland Community College is a leading institution to implement a Capstone Course of this kind – to community college students.

Replicability

Because the Capstone Course is a credit course, Highland Community College received credit hour reimbursement. The course is tuition-free, and students who complete the course requirements receive a scholarship from the Highland Community College Foundation for three credit hours at Highland. The Capstone Course effectively and economically assesses how well Highland Community College teaches and adapts its curriculum to meet students' needs.

An important aspect for the replicability of this project is the sharing of information. Highland benefits from the Capstone Course by having the opportunity to observe student learning in a context of activities and projects. The assessment of student learning is used to evaluate and improve curriculum and expectations. Students benefit from the Capstone Course by synthesizing and applying their general education. Students create a portfolio of individual achievement at Highland, which may be suitable for pursuit of transfer, scholarships, or employment.

Highland Community College strives to be an innovator and facilitator in many endeavors. Our community college students and the Highland Assessment Committee judged this innovative program a success. Therefore, the College is committed to the continuation of this program.

Evaluation

The following criteria were established at the beginning of this program to evaluate overall success:

1. Ability to discuss issues – professional, social, and global – with peers.
2. Ability to make independent decisions.
3. Ability to design, communicate, and evaluate an individual project.
4. Ability to design, communicate, and evaluate a collaborative project.
5. Ability to gather and use data.
6. Ability to make an oral presentation.
7. Ability to work on a team to reach shared goals; respect for team members.
8. Have effective interpersonal and inter-group behaviors.

9. Understand the benefits of education and the need for life-long learning.
10. Communicate effectively in writing, using appropriate patterns.
11. Critique own projects and make revisions.
12. Use numerical information in graphs and tables.

At the closing of the course, a process was implemented to evaluate the course's success and to calculate revisions that are necessary in the future. This process included students' evaluation as well as the Assessment Committee's evaluation of the program. All 20 students and six instructors met for a structured discussion of the course. The discussion included course schedule, motivation, sequence and number of projects, post-test administration of the COMP exam, and evaluation of projects.

On-line Instruction To Enhance Student Learning And Access

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Holyoke Community College (HCC), Holyoke, Massachusetts, a state-supported two-year institution begun as Holyoke Junior College in 1947, has greatly expanded use of on-line instruction to improve student access and enhance student learning. In the 1998-99 Academic Year, the College held a series of workshops led by the college's Instructional Designer to help faculty learn WebCT and encourage teachers to employ web-based instruction and communication tools to improve student learning. By September 1999, over one hundred courses were utilizing WebCT to enhance their instructional presentation. Many faculty used the web in their courses for posting assignments, providing examples and simulations, and encouraging communication between students and between students and instructor.

In the fall of 1999, HCC decided to launch a major distance learning initiative. In August, President David Bartley met with his vice presidents, including a half-day retreat, to discuss the idea, generate pros and cons, and develop the basic rationale for such an initiative. This group developed a concept paper outlining the reasons for distance learning at HCC: enhance student technology skills and prepare for 21st century lifelong learning, more fully utilize instructors' knowledge of technology, increase access to populations not able to meet traditional class schedules, and to help the College deal with a shortage of classroom space due to growing enrollments. On September 23, 1999, President Bartley invited all faculty and staff to a meeting on distance education. The basic ideas were outlined and feedback sought, and a video of another community college pioneering with distance learning was shown to the fifty-seven people in attendance. Two subsequent meetings discussed plans in greater details, as well as obstacles and concerns. The president also invited interested faculty and staff to meet with him in open meetings in his office the two following weeks.

At the end of October, President Bartley appointed a broad-based 16-member task force, co-chaired by the vice presidents for academic affairs and continuing education, and including five faculty, a librarian, student development staff, the Director of Academic Computing. The Task Force met every other week in

November and December. Sub-Committees on faculty professional development, student preparation and services, financing and marketing, technical support, and library support met on alternate weeks to discuss major issues and develop solutions and share these ideas with the full task force.

The results to date have been considerable. Twenty-three faculty and staff, including full-time and adjunct faculty and student development and library staff received twenty hours of in-class instruction on on-line education. Meeting daily for a week during the winter inter-session, the workshop include two hours of technical training, divided between beginner and more advanced session, and one hour devoted to a discussion of pedagogical issues. The training was designed and facilitated by the college's Instructional Designer and Coordinator of Distance Learning. These faculty and staff will now complete twenty to thirty hours of on-line training in the next month or two. Another twenty-five faculty have signed up for the second similar training session that will be held weekly starting in February during the spring semester. The Task Force developed a Faculty Incentive program that will supplement the $1,500 on-line course development fee in the union contract with an additional $750 for completion of the in-class and on-line training. Faculty receive this remuneration when they complete adapting a course for on-line presentation and turn it over electronically to their academic dean for review. Faculty then agree to offer this course the following semester (in this case, fall 2000). A few student development staff and a librarian will receive similar compensation for development of on-line counseling and library services.

The Director of Academic Computing determined additional hardware and software needs. Approximately $100,000 has been spent in the past two months to purchase a new and enlarged server, whose technology will mirror student and faculty work on separate drives, ensuring survivability of data in the event of unforeseen failure. The new infrastructure for distance education is connected to the Internet via fiber optics directly attached to the server and runs on uninterrupted power systems connected to an 84 KW generator. The college purchased high-end computer equipment and software for eight on-line course adaptation stations for faculty to develop their distance courses. This special facility also houses the Instructional Designer who is available to assist faculty when they need help or advice. The College has been using WebCT and has now received training and converted to WebCT 2.0.

A major concern has been student preparation for on-line learning. Above average attrition has been common in distance education. The Instructional Designer has developed a one-hour survey for students to see if they are ready for on-line learning. This spring we will be launching an internal marketing campaign to encourage all second-year students to sign up for one on-line course. This will introduce students to the learning of the future and also relieve pressure on classroom space caused by growing enrollments. The college marketing director is also preparing a campaign for the external market, i.e., potential students for whom traditional classroom learning does not work at the present time, because of scheduling problems or other types of handicaps.

Last fall HCC offered three on-line, web-based distance courses, with sixty-six students. This spring the college has enrolled 179 students in ten on-line, web-based courses. We expect to offer twenty to thirty courses in fall 2000 with an enrollment goal of 500 students. We expect our primary market to be in western Massachusetts where our campus is located and we have a good reputation. This will allow faculty to hold initial face-to-face classes and occasional in-person review sessions as well as in-class quizzes and examinations if they so desire. Of course, we will also enroll students from afar and not have these in-person opportunities available. We plan to survey students and faculty this spring to learn more about what is working well and what needs improvement. Initial feedback from faculty on the week-long in-class on-line learning workshop was outstanding. Holyoke Community College feels it is well on the way to conducting an exemplary distance learning program, which will enhance student learning and access.

Critical Thinking Initiative

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Increasingly over the years, faculty at Indian Hills Community College became convinced that students needed to learn more than facts and formulae in general education courses. What is more valuable to students than the specifics of each academic discipline—what, indeed, is at the core of general education itself—is the ability to think critically and demonstrate that ability within the disciplines. At the college, individual instructors were making valuable gains in advancing critical thinking in their own classrooms, but no campus-wide program existed. In the fall of 1997, faculty and administration began coordinating efforts by establishing the Critical Thinking Committee. Comprised of volunteering instructors of diverse general education disciplines and the Dean of Arts and Sciences, this committee was given the task of more widely disseminating critical thinking throughout the curriculum and of monitoring its effectiveness. To date, the committee has instituted the following projects as parts of its Critical Thinking Initiative:

1. College Thinking Skills—Highly recommended to all first-term students, this course introduces the critical thinking skills that are necessary for academic success in all college major programs. College Thinking Skills seeks to establish for students the academic foundation upon which will be built all future college successes. Research has demonstrated that 75 percent of full-time students taking this course and passing with a "C" or above finish the academic year with a 2.0 or better grade point average.

2. Discipline-Specific Critical Thinking Courses—still under development, these courses (e.g. Critical Thinking in the Humanities, Critical Thinking in Science, Critical Thinking in Business) deal in depth with issues relevant to particular academic areas. Available only to second-year students, these discipline-specific courses will challenge students in the areas that they have identified as their desired majors and minors and will serve as capstone critical thinking courses.

3. Faculty Development in Critical Thinking—Instructors are encouraged to experiment with and adopt critical thinking strategies in their own classes in a variety of ways:

    - Three to five H.O.T. (Higher Order Thinking) Tips are written by the faculty themselves and featured in the quarterly Arts and Sciences Newsletter. So far, all full-time faculty have had such advice and examples printed in the publication at least once, and adjuncts too have been eager to submit articles.

- A special Critical Thinking Resource Library has been established.
- Faculty are encouraged to attend regional and national conferences featuring critical thinking.
- For state recertification credit, the college offers a workshop aimed at assisting faculty integrate critical thinking more broadly into their syllabi. This workshop is available to both transfer and occupational faculty as well as to interested area public school teachers.

4. Critical Thinking Week—To demonstrate that critical thinking is not simply a part of academia, the Critical Thinking Committee has established an annual Critical Thinking Week entitled "Mind Matters." During the day, critical thinking puzzles and problem-solving scenarios are on display on campus with prizes from the bookstore awarded to students with the correct (or best) response. In the evening, students and the community are invited to presentations given by faculty and professional performers dealing with critical thinking. A pamphlet distributed at these functions challenges the audience to scrutinize their own notions on the subjects more closely and interact with the presenters.

"From admission through graduation," the Critical Thinking Committee's Mission Statement reads, "Indian Hills students will become proficient at thinking critically, enriching their lives academically, professionally, and personally." Though the college's Critical Thinking Initiative is only into its third year, it is beginning to achieve these stated goals. Integral to the initiative's success is the committee's conviction that critical thinking is not drudgery engaged in only by tedious academics; because it is an essential characteristic of humanity, critical thinking is accessible by all and, presented properly, it is also a lot of fun!

Multiple-Delivery Systems: A New Approach to Education Courses

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In January of 1998 representatives from Broward, Palm Beach, and Indian River Community Colleges in Florida began meeting to develop an Associate in Arts degree in Elementary Education delivered via Distance Learning. As part of this degree, Indian River Community College developed a multi-media Internet-based *Introduction to Education* course offered for the first time in the fall 1999 school term.

Because we were dealing with non-traditional students, the education course had to be learner-centered. At the same time, we had to combine the synchronous format required to develop social interaction skills with the asynchronous access to information and access to course assignments at varying times and under a variety of conditions.

We also had to address multiple learning styles and to promote active student learning. We wanted to make each student feel that each was part of the class and to provide personalized guidance. Moreover, to facilitate student success, we had to provide web-based college support services.

Introduction to Education is an Internet-based course that uses state-of-the-art multimedia. Technology is integrated into the course design to address auditory, visual, and kinesthetic learning styles. Technology is used to promote synchronous and asynchronous active student learning and to support effective teacher facilitation.

To meet the course challenges we developed a course that combines four class meetings (synchronous delivery system), state-mandated field experience, and an Internet-based virtual classroom (asynchronous delivery system). Students meet with the instructor in a live orientation session. At this time, course requirements are discussed and technical information is presented. (Students also receive the CD-ROM that allows them to access the College's Internet service. The College provides free Internet access for students for the term of enrollment.) A question and answer session allows students the opportunity to become familiar with the instructor and the course expectations.

Because the course addresses multiple learning styles, we have characterized it as a "hybrid." These systems are distinct yet integrative delivery systems. The course begins with a streaming media welcome from the instructor. This video presentation serves to describe various systems of the course and to introduce the instructor to the virtual class. System One is a series of face-to-face class meetings held on the Indian River Community College Campus. These four meetings allow students to interact with the instructor and others in the course. Each meeting has a theme and will require advance preparation. Meeting dates and assigned topics are provided to students at the beginning of the course. This information is posted in the course content section of the web site, also.

System Two is Internet-based. In this format, students have assignments, web-based links, study guides, and self quizzes. Along with a message board, a chat room, and e-mail access, these components help to assure success for the learner. The message board has questions for each chapter assignment in the textbook. The chat room provides a good place to discuss ideas and share information with classmates and with the instructor.

System Three is a writing assignment. Students are required to read and critique five articles from professional journals in the field of education. These critiques are e-mailed to the instructor and returned with grades and comments. Unlike the message board which requires an extemporaneous style of writing, these formal papers utilize a structured format. An important part of this assignment is a personal reaction to each article. Such evaluative opportunities allow students opportunities for self-expression.

System Four provides the student with streaming audio accompanying a multimedia slide show for each chapter in the textbook. These mini-lectures amplify the information found in the textbook. The student may review the slides without audio and may print out a study guide for each chapter.

A final system is a 15-hour field experience, which must be completed at an area school. Orientation, guidelines, and letters of introduction are provided at the first face-to-face meeting. Students are encouraged to discuss their experiences with other class members through the message board or the chat room.

Students are evaluated by examinations and on written assignments. In keeping with acknowledgement of various learning styles, students may choose from two formats of tests. Two equivalent forms of each test are available. The student may choose the format, either multiple choice or essay, that he or she prefers. The same choice is available on each chapter so that a student may take a different type test on each chapter.

Because the IRCC web site replicates campus support services through a virtual campus, a key component in this course is the Internet base. Students can read the IRCC Catalog, can obtain financial aid information and applications, can check up-to-date class offerings, can register, can buy textbooks and supplies, can access educational support materials and resources, can use library resources, and can complete their course assignments on-line.

Introduction to Education uses Internet-based instructional lesson summaries and lectures using streaming video and graphics, graphic support materials, e-mail, chat rooms, and message boards. Successful creation of these materials depends on the communication between the educational faculty and the distance learning support team. Through teamwork, technical knowledge and course content are fused to design and develop a successful distance learning course offering.

The lessons learned through development of the Internet-based *Introduction to Education* can be applied to further course development and to staff development programs. In the fall of 1999, twenty-two students enrolled in the course. Based on evaluation of student success and on surveys of student satisfaction, we analyzed the course and used this information to create two additional offerings. In the spring 2000 term, IRCC, in addition to *Introduction to Education,* is offering a second Internet-based education course *Introduction to Educational Technology.* A third Internet-based course, *Teaching Diverse Populations,* will be offered in the summer 2000.

Creating A Stampede For The Community College Honors Program

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Jefferson Davis Community College's Honors Program is a nationally acclaimed program that has been duplicated by a number of colleges throughout the nation. It has proven successful not only in attracting outstanding students, but in retention of these students, as well. In fact, honors students are the best recruiters for future honors classes because students feel they benefited from and enjoyed the Honors Program to such a large extent.

When the college began its Honors Program in 1990, a combination of a clear mission, perseverance, and a little luck enabled the program to become a drawing card for the college as well as a program that meets the needs and expectations of students. We correctly identified the number one concern of students, namely that courses they take at the community college will transfer easily and fulfill core curriculum requirements. We, therefore, selected as honors courses only those courses that fit almost all curricula in a baccalaureate program. Course numbers and names were not changed, but were simply given the honors designation, and content was expanded and enriched.

To be selected for the Honors Program, a student must meet one or more of the following criteria: High school grade point average of 3.5, top ten percent (10%) of graduating class, minimum ACT score of 25 or grade point average of 3.5 on 30 transferable college credits.

The other component of the Honors Program is to incorporate enrichment activities and travel into honors classes. This is only possible because all personnel who work with the honors program do so at no additional cost to the college. Since Jefferson Davis Community College is a small, rural two-year college in south Alabama, we feel it is important to broaden our students culturally, socially, and aesthetically. Because of limited opportunities in a rural setting, we wanted to provide opportunities to prepare students with the skills and experiences needed in the complex, global arena in which they live.

Students selected for the Honors Program receive a tuition scholarship in addition to college-sponsored enrichment trips. Each year, approximately forty honors students travel to New Orleans to see a play at the Saenger Theater, visit the Aquarium of the Americas, and see other points of interest; to Montgomery to the Alabama Shakespeare Festival; to Birmingham to the Birmingham Museum of Art, the Civil Rights Museum, or the Alabama Symphony; as well as other exciting places such as Dauphin Island Sea Lab on the Gulf of Mexico, the Huntsville Space Center, and CNN headquarters in Atlanta. Our honors students have also viewed the Napoleonic Exhibit in Memphis, Tennessee, the Versailles Exhibit in Jackson, Mississippi, and the Monet Exhibit in New Orleans.

Three honors courses are offered each semester during the freshman year, and two honors courses are offered each semester during the sophomore year. All honors courses are part of the core curriculum that all students must take to receive a baccalaureate degree. Students enroll in additional classes from the college's selection of course offerings as well as those courses required for Honors Program participation.

How do the students in the Honors Program rate us? Since the program began in 1990, 100% of graduating honors students responded on the exit evaluation that they were glad they were part of the honors program and that they would recommend this program to a friend. Furthermore, the retention rate of honors students who completed their freshman year and returned for their sophomore year is an astounding 92%.

A final note: Over 96% of the honors students have been in the top ten percent of their high school graduating classes, and approximately 30% have been in the top four percent. Jefferson Davis Community College has developed a model that works because it correctly identified the needs and desires of its students. Truly, this program is now selling itself, and the difficulty lies not in attracting the students, but in selecting the most outstanding.

Professional Development in Technology

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Due to very tight budget constraints, faculty members at Jefferson Davis Community College were limited in the professional development activities they were able to attend. Therefore, the college organized several in-house faculty development events. The professional development workshops were designed to model and support integrated use of technology in the classroom. Several faculty members who were "champions" of technology were asked to lead the workshops. The goal of the workshops was to provide faculty members thorough training in the technology basics—word processing, spreadsheets, PowerPoint, and Internet use—as a starting point. The workshops would be followed with support for several years to help faculty members integrate technology into their classrooms.

Faculty members were very enthusiastic because they had the computers and software in their offices and could immediately put to use some of the new skills they learned in the workshops. Most of the professional development workshops included "hands-on" instruction in the technology. Many different topics of interest were offered, and faculty members could choose to attend the workshops that interested them the most.

As a result of the Internet workshops, faculty began to get a vision of what they could accomplish through the college's recently created Web page. Several faculty members have since developed exemplary Web pages where students can access their course syllabi, handouts, and explore links to other sites of interest to the students. For example, the JDCC Art Page allows students to display their own artwork over the Web. Work can be displayed to the community, faculty, and student body. Students can also experience local artists and their work. The Computer Information Systems Home Page provides sound, graphic, and movie links that help students develop their multimedia presentations. Students may also choose to "hang out" in the Smithsonian Institute as well as visit other interesting and educational museums. The History Home Page provides students with a myriad of features, projects, and entertaining and educational links. This History Page serves as a launching point for students and guests to initiate general or specific queries into history-related topics. Particularly emphasis has been placed on providing the student with links to Internet Web sites which incorporate convenient features to make searching for and locating a very diverse variety of subjects both productive and enjoyable.

Professional Development activities were also held in the use of "Smart Board" Technology. This technology allows the instructor to draw, recapture previously covered material, as well as open and display documents created using software applications programs such as Microsoft Word and PowerPoint. Instructors no longer view instruction over the IITS (Interactive Intercampus Telecommunications System) as a passive, video-like experience, in which students simply see the instructor talking. Now instructors can share overheads, PowerPoint slides, graphics, Web sites and applications with their students at the remote site.

Faculty proficiency with the use of e-mail has opened the door for greater teacher/student involvement. Through e-mail, instructors can communicate with students on a personal basis, and the students are more likely to feel that the instructor cares about their success. Students also are learning how to send assignments to their instructors via e-mail attachments. More than one instructor has noted how much easier it is to get to know all of her students through e-mail. Students who are hesitant to ask questions in class are much more likely to e-mail their questions to the instructor. One student commented to the instructor by e-mail, "Please review the material. This is not as easy as you think!" Students are also more likely to let an instructor know when he or she is experiencing difficulty with the assignments.

Jefferson Davis Community College also organized and coordinated a series of faculty development activities that were presented statewide via IITS (Interactive Intercampus Telecommunications System) video conferencing. The series focused on the use of instructional technology in the classroom and included instruction in basic Internet, web design, and multimedia use in the classroom.

With all of these "self-sponsored," faculty professional workshops and despite limited financial resources, the faculty at Jefferson Davis Community College is becoming more knowledgeable about technology and integrating it into its instructional programs.

Two-way Interactive Video as Alternate Delivery

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Jefferson Davis Community College consists of two full-service campuses located in small towns in south Alabama. The Brewton campus serves the majority of students pursuing associate degrees, while the Atmore campus, 30 miles away, serves the majority of students seeking certificates in technical areas.

Problem

The budget of a small, rural community college could not sustain offering a full complement of core curriculum courses at each campus. Certain courses requiring specialized laboratory equipment must be restricted to a particular campus. Even though attempts are made to offer different sections of lecture courses, many times student enrollments at the smaller campus are insufficient to allow the course to make. Transportation between campuses is impossible for some students and impractical for most students. There is no public transportation available to either community, and not every student has personal transportation or can afford to travel every week in the semester. Therefore, to facilitate student access to general education courses in a cost-effective manner, some alternative delivery had to be employed.

Solution

In 1993, the Alabama Technology Network announced that it had selected Jefferson Davis Community College as the site for its Center of Excellence in Telecommunications. Along with the announcement came equipment that would allow the college to provide a two-way interactive video teleconferencing system to teach classes between the two campuses. In the fall quarter of 1994, at least a dozen classes met via IITS (intercampus and intercollegiate telecommunications system) without the benefit of training for faculty and very little technical support. Numerous student and faculty complaints resulted in restricted use of the IITS equipment during subsequent terms. Since that time however, there have been four faculty who have been consistent users of the system for business, economics, criminal justice, and orientation courses. Nearly 500 students (duplicated count) are currently being taught via IITS annually.

Assessment of Student Satisfaction

The first assessment of student satisfaction with IITS courses was conducted in 1996. Since that time, assessments of student satisfaction with courses taught via IITS have been conducted each term. Results of assessments, even with improvements to the instrument, have remained consistent. The vast majority of students (90%) indicate that they have the same access to the instructor as if they had taken the same course in a regular classroom setting. Eighty five percent indicate that they received the same academic instruction by taking the course via IITS as they would have received if they had taken the course in a classroom where the teacher was physically present at all times. Students (84%) reveal that in the schedule, they were aware of what "IITS" meant in the note beneath the course when they signed up for it. When asked if they would take more courses via IITS, 60% reveal that they would. Ninety-five percent indicate that technical problems were solved right away. When asked if they think that a facilitator should be present at the remote site, 66% said no.

Advantages and Disadvantages of Video Conferencing Delivery

Disadvantages: Lease or purchase of equipment and maintenance costs can be burdensome. Audio quality is a problem especially for hearing impaired students. Faculty rotate travel to the remote site, so travel expenses must be reimbursed. Not everyone is comfortable with the system and though they can drop the IITS section and take another section of the course, they may feel technologically challenged. When the instructor determines a need for a facilitator at the remote site, the institution has to pay associated costs. Students' comments reveal that they feel more confident and secure about asking questions when the teacher is physically present. Students take courses via the IITS system out of necessity, not out of convenient choice.

Advantages: Student access to courses that would not otherwise be available to them is the greatest advantage. Travel time and money are saved for the students. The college saves money since two sections of the course are taught concurrently. Students are satisfied with the quality of instruction. Exposure to videoconferencing prepares students, especially business students, for similar telecommunications technology used in the global marketplace.

Conclusion

For a small, rural, multi-campus community college, courses taught via a two-way interactive video system meet the needs of students who are financially challenged. Jefferson Davis Community College was fortunate to be chosen as the site for a center for telecommunications. Although the institution is charged about $9,000 per academic year for use of the equipment, the institution is not required to purchase or maintain equipment. Such a fiscal arrangement and the overall student satisfaction with IITS courses, encourage us to continue this distance

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learning. Training in use of the equipment and mentoring by the now experienced faculty teaching via the system is provided to all interested faculty. These faculty members routinely use PowerPoint presentations, the Internet, Elmo, and smart board technology in teaching their IITS classes. Other faculty, however, who have not used the system have been reluctant to try it. All things considered, it is clear that IITS courses will continue as a useful alternate instructional delivery strategy at the college since this program successfully serves certain student and institutional needs.

The John Wood Community College
Open Learning Centers and Testing Service

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Since its creation in the spring of 1976, the John Wood Community College (JWCC) Open Learning Center (OLC) has served thousands of area residents with an alternative to conventional college learning. The OLCs are learning environments that students enroll in at any point throughout the year and pace themselves in their course progress over personal 16-week terms. Instruction is provided face-to-face or by distance learning technology (including Internet) in 122 courses in 16 different disciplines including Math, English, Business and Accounting, Psychology, Sociology, History, Political Science, Nursing, Office Technologies, Computer Science, Computer-Assisted Design, Industrial Electrical Maintenance, Law Enforcement, Fire Science, Military Science, and the Humanities. Morning, afternoon, and evening instruction occurs at three locations (2 in Quincy and 1 in Pittsfield) and an additional learning center provides instruction, study facility, and testing services four evenings per week (Mt. Sterling).

OLC courses are designed with a modular, mastery-based format. Students learn and perform according to the requirements of the course, meeting as needed or desired with their personal instructor, and, in many cases, taking tests in the open learning center testing room. With the imminent construction of the new JWCC Academic Support Center and the co-location of much of the Quincy OLC with the library, students will truly enjoy an Open Learning Center. Students will have library services, computing labs, and developmental English and Math labs all in one place. More than a decade before the Internet was born, students were learning in on-line style in the JWCC Open Learning Center. On that basis, JWCC is ready to extend its alternative delivery the next logical step into on-line learning.

The OLC differs from classroom instruction in a variety of ways, all of which are consistent with the keywords: flexibility, mastery, and time. Students take more or less time to master any particular unit, depending on prior knowledge and ability in the area of study. Lecture materials are often presented on audio, videotapes, or digital video that may be interrupted or repeated as desired. Students meet one-on-one with their instructors to ask questions and review instructional material and tests. While OLC courses have 16-week time limits, there often are no specific deadlines within each course. Weekly pacing charts are provided as guidelines. In OLC courses, students work with their instructors to determine what to do and when, pacing themselves to complete all requirements.

Each student is scheduled for 1 hour per week of instruction per credit hour. They are free to arrange mutually convenient hours to meet with their instructors. Given the open entry nature of the OLC, students may start courses during almost any week of the year. Once they start, they may finish as rapidly as they like, within the limits of their personal terms. Thus, they need not wait for the end of a semester to finish.

The scope of the OLC and its testing facility's success is seen by the following: JWCC's annual student enrollments are around 5,000, with more than 20% of them in the Open Learning Center. The testing room facility bears an enormous portion of the examining burden of the college, giving over 28,500 tests between May, 1998 and May, 1999 and another 17,400 tests from May to December of 1999. These tests were given to students in OLC enrollment as well as traditional and various distance learning classes at JWCC and across the country.

We use the Quincy testing room to administer weekly exams for approximately 75 of the approximately 120 courses offered in the JWCC OLC as well as serving the needs mentioned above. With at least two forms of approximately 15 to 20 tests per course, file space and management for the nearly 3,000 tests an obvious need. In fact, many of the courses must experience significant transition periods. In these transitions, one student may be finishing a course using one text (and its whole testing program) while another student just began the same course in its newest revision (and its whole testing program). By design, most of the courses use untimed, power testing but testing room monitors will provide timed testing as needed. Three part-time testing room monitors administer examinations with supervision and additional coverage provided by the OLC administrative assistant. Instructors in the OLC courses that do not use the testing room usually administer their own tests and evaluations.

Several security measures ensure the integrity of testing materials. The testing room is locked whenever it is unattended. Further, the test file cabinets are locked as well. Testing is always conducted with the monitor supervising the room. Examinee identity is established by requiring photo ID of all examinees. Developers of OLC tests usually provide 2-3 different tests for every unit of study and are welcome to prescribe randomized distribution of those tests to further preclude students' knowing what questions they will see. Overall, monitors are trained and encouraged to watch for unsanctioned note use and other forms of cheating. When tests have been completed, only authorized JWCC staff members will file, deliver, or mail the forms to the instructors for recording and review. The installation of two Pentium-class computers has permitted the testing room to offer web-based OLC course evaluation and to be ready for proctored, on-line testing.

As the explosion of Web-based materials and activities into college education and training programs continues, the JWCC Open Learning Center and its testing room will continue providing proctored, and/or on-line testing services to support them.

Genesis of a Dynamic Experimental Astronomy Program At Kingwood College: Classroom Initiated—Community Bound

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Anticipating an evening of discovery, 138 new students of astronomy invaded a local soccer field at dusk toting binoculars, telescopes, friends and families. They were eager to view a lunar eclipse. Astronomy class has become an event, a "Star Party" not to be missed.

Rationale

While astronomy is a popular science course at some colleges, many students (particularly females) report negative experiences in a class that becomes their terminal science course. The science faculty of Kingwood College, committed to promoting interest and ensuring excellence in undergraduate science education, seized an opportunity to develop an innovative curriculum, incorporate meaningful technology-based problem solving, and promote interdisciplinary collaboration to reinvent astronomy for a diverse student population.

Overview

Kingwood College's experimental astronomy program is based on multiple learning modalities and an observation laboratory.

Neogenesis

Our program started in spring, 1997 as a one-semester "Introductory Astronomy" course. Students were immediately challenged with unusual assignments: "quickies," video "journeys," hands-on "explorations," and "constellation surveys."

The quickies began as sixty ten-minute Socratic scenarios involving the principles of cosmology. These evolved into interactive PowerPoint presentations punctuated with provocative questions. Short take-home quizzes pose problems based on applications of the principles covered in "quickies."

At first darkened audio/visual presentations signaled "nap time." Getting students to adjust their attention spans for one-hour astronomy video journeys was a challenge. Ten-question video quizzes written to engage students during videos were expanded to twenty-five questions. Later, videos were viewed in 15-minute segments and students evaluated each video, indicating topics that needed clarification.

Explorations, where small groups of students manipulate astronomical models like inverse celestial spheres, are popular. As astronomy equipment is acquired, explorations are more analytical, increasing in both complexity and technology. Determining surface dimensions using planetary 3D "electronic maps" and analyzing the 3D structure of local groups of stars and galaxies are among favorite explorations.

Observations were coordinated with the local amateur astronomy clubs providing students exposure to a large variety of observing techniques. Weekly "star parties" typically run two hours and involve over 100 students, club members, and fifteen telescopes ranging from 2 to 20 inches in diameter. Early constellation surveys involved the identification of the most significant deep sky objects and star association and their historical perspectives.

Learning in this course was assessed by a pre-test/post-test method. Results indicated a 160% increase in students' knowledge averaged over a two-year period. Students exhibited an infectious enthusiasm for astronomy. Instructors received an imperative mandate from students to develop additional opportunities for learning astronomy.

Transformation

When enrollments tripled in two years, the program format was completely revised to: (1) feature two transfer courses of Planetary Astronomy and Stellar Astronomy, (2) develop multiple delivery methods using new technologies demanded by the electronic generation, and 3) establish a local astronomical society to support didactic learning.

Computer-based problem solving was initiated after obtaining two cross-curricular science computer laboratories funded in part by a grant from the National Science Foundation. New projects utilized Internet resources and astronomy software. For example, planetarium software was adapted to measure parallax and proper motion of nearby stars. Students learned basic principles of digital image processing and data abstraction as it applied to a search for comets.

The audiovisual component of the course has been enhanced. Videos are now projected onto a wall-sized screen with Sensurround sound. Student's response is now in the "wow" category. An Astronomy Theatre is planned for future program enhancement.

Since some students could not spend a weekly evening under the stars, alternatives for the Thursday night "star parties" were offered for "arm-chair astronomers". Alternatives included extra video critiques, journal article summaries, attending meetings of the local astronomical societies, and field trips to NASA's Johnson Space Center, as well as Houston's natural science museums, planetariums, and observatories.

Most students participated in both the evening observation sessions and some of the alternatives. Observation sessions have become a family affair and include a Messier marathon, activities designed by the Astronomical League, and operation of a large variety of telescopes and their associated electronic equipment. In one ongoing interdisciplinary exercise students collect observational data and correlate it with environmental conditions, reporting findings to the International Dark-Sky Association.

Expansion

Outreach to our community is an integral value of our program. A convenient semi dark sky-observing site in proximity to the college serves as an excellent training ground. Astronomy faculty participates in four astronomical societies in the region, resolutely marketing the program. They offer numerous public classroom presentations for schools, scouts, and community groups. Kingwood

College's commitment to intensive professional development is the program's cornerstone. Faculty actively pursue relevant coursework, seminars, and extensive summer workshops to update their knowledge in astronomical research, pedagogy, and technology.

A college-sponsored astronomical society was launched in April 1999, giving students and their families additional opportunities to interact with professionals in other fields who enjoy amateur astronomy and the pursuit of lifelong science discovery.

Student success is evaluated in several ways (including the previously mentioned post-test pre-test design): participation in observation activities and discussion; quizzes, project and worksheet grades. Program success is assessed by student evaluation reports, numbers of students electing to take a second astronomy course, participation of the community in the astronomical society, and the number of requests from our community for presentations.

Chronicling an Experimental Program

Presently the program has been expanded to two of our college district's four colleges. Each year class enrollments double at our campus. Females who are traditionally underrepresented in physical science courses comprise 56% of our astronomy students. We plan to add two sections of Astronomy in the fall to meet demand. Our new astronomy society celebrated its 100th member family. As Kingwood College's dynamic astronomy program continues to earn recognition and respect in the Houston area, all indicators are that it will evolve and expand opportunities for student learning to meet one of the challenges of a new millennium.

America Reads Program

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Introduction

In 1997, the Career Services department of Lakeland Community College initiated a position to develop innovative and service-oriented work/study employment for Lakeland students. Utilizing "America Reads" guidelines and in cooperation with the Lakeland Learning Center and a local elementary school, a program was implemented to train Lakeland students as reading tutors for students in grades K-5.

The Lakeland "America Reads" program results in a quality reading tutorial for local students and training in reading activities for work-study students who may become future educators and/or parents. It also provides neighborhood exposure to college facilities, support of community learning at all levels, and diverse use of Lakeland's Learning Center's space and technical resources.

Developing Innovative Campus Employment

Education does not take place only in the classroom of a college. Part of the college experience is exposure to new ideas, new people, and new environments. Lakeland Community College decided that work-study positions should be developed that provide opportunities for new and diverse experiences as well. A federal work study program funded a part-time Job Location Development Coordinator (JLD) specifically to expand work/study offerings by bringing President Clinton's "America Reads" initiative to Lakeland's Campus. The JLD coordinator met with college personnel to spearhead this project. At the same time, faculty from Lakeland's Learning Center had expressed an interest in participating in the "America Reads" movement having witnessed first-hand the frustration of college students who had poor reading skills.

The fortuitous timing of the Career Services initiative, concomitant with the federal emphasis on early intervention for literacy and the local schools' concern regarding reading proficiency, paved the way for this collaborative project. A team consisting of the JLD coordinator for Career Services, the director of the Learning Center, a Lakeland reading specialist, the local school's Title I reading specialist, and the elementary school principal met over several months to work out details of transportation, safety, facilities, documentation, hours, costs, and parental information and involvement. The JLD coordinator advertised for, interviewed, selected and processed the tutors. The Lakeland Learning Center became the "home" of the project. The Learning Center provided not only tutorial space in an adjacent classroom, but as importantly, offered use of stations in the tutorial computer lab.

The "America Reads" program at Lakeland Community College supports the college's mission of commitment to student development through a challenging professional employment opportunity. The program model consists of an on-campus reading clinic employing 8-10 student workers as one-on-one tutors under the constant supervision of the Reading Specialist. The supervising specialist designed 12 hours of initial tutor training with a minimum of 8 hours follow-up training. She provided mountains of educational samples, ideas, materials, computer resources, and, of course, books for Lakeland work-study reading tutors.

The Impact Of The Teaching Experience

The Lakeland "America Reads" program deliberately targets students with diverse backgrounds, educational goals, and tutoring experience. The goal of the program for Lakeland students is to give them the opportunity to experience the personal rewards associated with successful teaching. Student tutors develop comprehensive lesson plans for each tutoring session focusing on whole language and experiential educational approaches. Tutors evaluate each lesson plan targeting acquisition of new vocabulary, engagement in the learning process, and evidence of critical thinking skills. Follow-up training is based upon individual tutor needs in developing instructional, management, or interpersonal skills. Positive impacts noted by the tutor evaluations included establishing a close relationship with a child, feeling of personal accomplishment, gaining skills and knowledge in "whole language" reading activities, enhancing planning and time management skills, opportunity to interact as "adults" with parents, gaining skills in computer tutorials, and building teamwork skills with other student tutors.

The goal of the one-on-one tutoring is to develop positive attitudes of elementary students toward reading and their own reading abilities. Changes in students' and parental attitudes are captured in mid-term and quarterly program evaluations. Progress reports in reading achievement at the elementary school are shared monthly with the reading tutors. Consistently, parents of students in the program note that their child reads more spontaneously and initiates reading activities at home.

Since its inception in spring of 1998, Lakeland "America Reads" has tutored over 200 students in grades K-4 from 6 neighboring elementary schools. The program has provided for over 1500 hours of tutoring and runs year round on the Lakeland campus. Over 80 Lakeland students have been employed through this program.

Getting Started

"America Reads" is a national initiative that takes many forms across the United States and across institutions. The Lakeland Community Colleges version of the program combines the JLD funds available nationally through Financial Aid, federal work-study and institutional work-study funds, and in-kind support for space, materials, and program supervision. Colleges can begin by earmarking JLD funds for "America Reads" program development. Start small; target a single elementary school. Seek donations from libraries, businesses, parents, and businesses. Other sources of tutor funding can include Americorps grants, VISTA funds, and corporate sponsorship. Recently, several states, including Ohio, have initiated state-supported reading programs. Lakeland is the recent recipient of an "Ohio Reads" grant to pay non-federal work-study wages and buy laptop computers. For more information contact the "America Reads" Website: www.ed.gov/inits/americareads.

It only takes the commitment and creativity of a few key persons at each institution to produce a quality project. At Lakeland, that commitment then spread unexpectedly to include faculty and staff volunteer tutors, additional financial support, expanded parental involvement, and additional school partners. Lessons learned and procedures developed from a small operation are easily adapted to more sweeping programs when the opportunity arises. Meanwhile, a worthwhile project can be started on a limited budget with shoestring resources. The most valuable resource for any "America Reads" program is bright and eager college students, and in this regard, every college has "deep pockets."

The Center for Teaching Excellence (CTE) As an Approach to Faculty Development

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During the past decade, teaching and learning centers have emerged in colleges across the nation. Many of these centers are either minimally staffed and budgeted or are primarily viewed as technology centers. The Center for Teaching Excellence at Lansing Community College is different. It was established in 1994 during a unique time in the College's history and represents an important and creative approach to faculty development. It was a time when the college was being transformed by technology, and when colleges throughout the country were moving to a learning-centered paradigm. These factors led to the creation of a teaching and learning center that has become a key component of our college's infrastructure, with its major purpose that of supporting faculty instructional development. The Center's mission is to bring faculty into contact with excellent teaching and learning practices, such that student outcomes are achieved. In addition, technology is viewed as a "tool" faculty can use to enhance student learning versus a "focal point" of the center. The mission also ensures that the CTE will remain supportive of faculty efforts and not evaluative of individual faculty effectiveness.

While the CTE began as "a place for faculty," occupying a 400 square foot room, since 1998 it has occupied nearly 4,000 square feet in the heart of our campus within the new Technology and Learning Center (TLC). In addition to the CTE, the new building houses major learning resources including the Library, Student Computer Lab, Media Services, and the department of Information Technology and Research. All represent the future of education. The College has made a strong commitment to faculty development by including our Center in this new, "high-tech" building and providing the necessary staff for its services. Among the staff are a full-time Faculty Director, an Instructional Designer, and a Curriculum Developer. The center also hires a variety of adjunct faculty and several part-time support staff.

The CTE emerged from a change in the College's focus and continues to be perceived as a "safe," supportive place where both faculty and interested staff can learn to be more effective teachers. Being faculty-led allows us to keep our supportive reputation and focus on our mission, a mission that values and appreciates the faculty role in a dynamic environment. The Center is a rich resource for faculty and staff, providing an instructional resource library, one-on-one curriculum development consultations, and an Instructional Technology Development Center with cutting edge computer technology and support. We also offer over 100 workshops and training sessions on a yearly basis, some of which are on-line.

There are several factors indicating we are successful as an approach to professional development. In addition to being centrally located on campus and providing a wide variety of resources and services, we are well linked to other areas of the campus, such as the Virtual College, Human Resources Development, and Information, Technology and Research. We respect their unique roles and work with them to support faculty. When other areas on campus need to make faculty aware of the resources they offer, or wish for faculty to participate in an event, they often seek our assistance and/or ask us to co-sponsor their events.

Another key success factor is our ever-increasing accessibility through a variety of mechanisms. We are open daily from 8 AM to 9 PM and Friday from 8 AM to 5 PM. This is a 75% increase in open hours since 1995. The Center offers the services of an Instructional Designer and a Curriculum Developer, as well as technology and graphic support. The CTE has also developed a semester-long faculty development class and encourages a variety of roundtable discussions. During this academic year, we played a significant role in the planning and delivery of professional development opportunities during campus-wide events held at the onset of fall and spring semesters, a job previously done by our Human Resources Development Office.

The CTE is represented on college-wide teams and committees, and plays a key role in the planning and implementation of strategic planning initiatives that involve faculty development. We have a direct link to faculty through the Leadership Team, an advisory group made up of 17 faculty from nearly every department. The CTE Director reports to the Provost's Office and stays informed of college initiatives that impact teaching and learning through participation with the Deans' Council and through one-on-one meetings with Department Chairs. Not only is the CTE viewed as a conduit to and from faculty, it is also viewed as an area that quickly responds to requests and/or suggestions impacting faculty. For example, the College recently converted to a web-based grade-entry system. In anticipation of the challenge this would create, particularly for faculty with less technical skills, we initiated training sessions offered at a variety of times and days, and we extended our open hours to provide one-on-one help. During this time period we assisted as many as 45 faculty per day.

Another successful faculty development effort is our Applegram program initiated one year ago. This program allows students to give faculty and staff positive feedback via a "telegram," and we have happily delivered over 130 Applegrams to date. This feedback program continues to grow as outreach areas and departments request Applegram drop boxes at their locations. Along the same lines, we recently instituted the Above and Beyond Program, where faculty and staff can recognize colleagues who go the "extra mile" to support student learning and/or their colleagues. The testimonials were published in our semester newsletter, with many LCC employees commenting on the positive nature of this endeavor. The Center is also planning the first "Faculty Appreciation Month" in April to reinforce and recognize the valuable role of faculty.

Other colleges can use us as a model, and begin a center for teaching and learning by starting with a small budget and staff. In fact, representatives from other colleges visit our Center to learn more about starting their own teaching and learning center. The idea is to build a center into a supportive resource for their college, one which becomes key in the development of their faculty with the goal of improved teaching and learning. There have not been strong monetary or extrinsic professional rewards for our faculty to participate in CTE events. Still, attendance and participation is good and the number of visitors to the CTE has increased by 43% since the relocation to the Technology and Learning Center. The investment can be small at the onset and grow over time, particularly as the center becomes integral to the college's development of its faculty. All that is needed to duplicate our effort is a strong vision and a mission which supports faculty needs. A center must also have the commitment of college administration in order to provide the necessary budget and staff for programs and services as the unit grows. Strong linkages to other support units on campus, such as Media Services and Information Technology and Research, are also important in order to coordinate efforts across campus that support the teaching and learning environment. Most importantly, a center needs to be the voice of the faculty and it must be their special supportive place.

Human Patient Simulator

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Introduction

As the Beacon College for Health Sciences Education of the City Colleges, Malcolm X College is at the forefront of meeting the growing health care needs of the community. In that capacity, Malcolm X College offers the largest selections of Health Sciences (Career) Degrees and Certificate programs in Illinois. These programs include: Nursing, Clinical Laboratory Technology, Renal/ Nephrology, Radiologic Technology, Dietetic Technology, Respiratory Care, Physician Assistant, Mortuary Science, Pharmacy Technician, Paramedic/EMT, Phlebotomy, Medical Assistant, and Surgical Technology. Located adjacent to one of the nation's largest Medical centers, Malcolm X College offers students a unique opportunity for clinical affiliations and employment upon graduation.

Rationale

Experience and assessment have indicated that students learn best when they are able to visualize and manipulate information. Malcolm X College faculty are committed to a student-centered, inquiry-driven approach to develop critical thinking skills. One innovation in the area of didactic, clinical and laboratory instruction in health science has been with the use of the human patient simulation.

Teaching Innovation

The METI (Medical Educational Technologies, Inc.) Human Patient Simulator offers an unparalleled degree of training for all health care personnel. It easily becomes the focal point of the curriculum in every discipline of health care education. It can be used for initial training, Continuing Education courses and re-enactment of actual events from accident scenes to operating rooms. The Human Patient Simulator can be a man, a woman, young, old, in good health, very ill, or even simulate some conditions of pregnancy.

The Human Patient Simulator represents a quantum leap in current medical simulation technology. The computer driven, life-sized mannequin breathes, has pulses, and sophisticated models of physiology and pharmacology that let it accurately mirror human responses. It will react to intravenous drugs, CPR, defibrillation, intubation, ventilation, catheterization, and a host of other procedures.

As a result, student in all our Health Science/Nursing programs can learn from this Human Patient Simulator. Students can administer intravenous medications and the Simulator will react pharmacologically correctly. The student can practice assessing patients in two ways: by observing physical signs such as chest rise, pulses, urinary output, and heart and breath sounds, or by the hemodynamic data that is displayed on the physiological monitor. Every student's performance on a simulated patient can be evaluated objectively by his or her instructor. And to further enhance learning, a log of the simulation is automatically recorded for each session. This provides the student and the instructor a totally impartial record.

A user friendly Window's-like program that is both easy to learn and to use controls the Human Patient Simulator. Instructors can operate the Simulator in two ways. They can operate it from a traditional desktop computer or from a hand-held computer that allows the instructor to monitor and direct students close-up. The instructor can choose from a wide number of preprogrammed patient profiles or create a totally new profile to make the Simulated Patient, as stated earlier, become a man or woman, old or young, athletic or sedentary, or in any possible combination. Each patient's circumstances can be enhanced further by adding one or more of the seventy scenarios of human conditions such as diabetic coma, septic shock, or even congestive heart failure. An infinite number of scenarios can be created, limited only by the instructor's imagination.

The Simulator will mirror the symptoms of these conditions accurately and realistically no matter how complex the condition may be. Training scenarios can start as routine, but under the control of an instructor, crisis situations can happen. As problems occur, students learn to react to every real life crisis. One of the major advantages of having an interdisciplinary technological apparatus such as the Simulator is that health science and Nursing students can work in teams and simulate the hospital and clinical environment in providing care to patients. In addition, the students can experience rare and life threatening situations over and over again making them confident and prepared for a real life crisis. Everyone can rehearse simple or complex procedures and repeat them as often as they like in a clinically realistic setting without risk to real patients.

RN-CAT Advisement Program

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The nursing faculty at Manatee Community College has recently instituted an advisement system during the final semester of the two-year nursing program. The goal is to see an improvement in the national nursing licensure examination passing rates for the students. The advisement program was initiated due to a decline in licensure examination pass rates at our school, as well as many other schools.

Historically, the students have taken the Mosby Assess Test in the last semester of the program. Once the results were received, a group class review of the material was completed. Students were given general information to use as a basis for self-directed studies. While a review course had always been available, it was the student's personal decision whether to take the course or not. In recent years with this system, the passing rate for first attempt testing began to decline. As a group, the nursing faculty decided that they would need to take a more proactive approach to improve the success rates. This is when they began the RN-CAT Advisement Program.

First, we required the student to take one of the practice examinations that are available in the Media Laboratory. Students are responsible to take the practice examination and submit a hard copy of their results. Once a hard copy is obtained from each student by the deadline established, the students are randomly assigned to one of the full-time faculty members as their advisor. The student schedules an appointment with their assigned advisor to meet and review the results of their test. Depending upon the test scores, the advisor may require remedial coursework in areas of weakness. The nursing faculty has prepared a database of audiovisual resources available to each student for further exploration of all areas of the licensure examination test plan. In addition, there are some mandatory remedial requirements if the student is deficient in any area of the nursing process (the foundation of nursing knowledge). There is a two-week deadline for completion of this remedial work. The student is also responsible for creating some personal learning strategies that they will use in preparation for the examination. Some examples include taking a review course or reviewing at least 1,000 questions prior to the examination.

During the second half of the final semester each student takes the Mosby Assess Test. Once the test results are received, each student is again required to meet with their advisor to review the newest results. Final comments are shared regarding test taking strategies and preparation for the examination based upon this assessment test findings.

The nursing faculty at Manatee Community College believes that we have a fine nursing program, and have implemented this advisement program to ensure that our students are fully aware of the implications and issues related to their licensure examination. We believe that our students have adequate preparation for the examination, but wanted to provide one-to-one counseling, with the caring and nurturing attitude that we possess. We felt that individual advisement would best provide the student the information necessary for success on the test.

Manatee Community College is fortunate to have such a dedicated group of faculty to take the time to implement this program for the students. It has been in place for two graduating classes and we already have seen some improvement on the test scores for our students.

Enhanced Student Learning

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Through the General Motors Marketing Internship (GMMI), General Motors is able to tap the creativity and insights of the college market. The Principles of Marketing class on Miami-Dade Community College's Wolfson campus was the vehicle for this hands-on learning experience highlighting the importance of social and civic responsibility in the business sector. In fall 1999, the students existed under the chosen name, *Promotion in Motion*. They were divided into teams simulating those of a real-life marketing agency. They designed, researched, and implemented a marketing plan for GM under a $2,500 grant from GM. The objective was to increase awareness of the General Motors brand. Beginning as forty-five separate workers, their work grew from the embryonic stages of brainstorming as they learned the synergetic benefits of team-building.

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Through a series of three major events spanning a two-month time period. *Promotion in Motion* was able to ally General Motors with five philanthropic tie-ins: the United Way, Miami Book Fair International (literacy), AIDS, Camilus House and education (Miami-Dade Community College).

The student body, as well as large numbers of the Miami-Dade community, were introduced to General Motors as an ally to the community and to education. Common to all large cities with a multi-cultural mix, corporate civic and social responsibility is an especially crucial concern. This type of institutional advertising platform was determined by the students to serve GM well in the long run. This strategy arose after the uncovering of considerable acknowledgment in the business community that corporate image is a key point in competitive advertising. The promotions definitely left a positive impression that General Motors is sensitive to the needs of the local community.

All of the above was accomplished through GM's presence at the United Way Silent Auction, Miami Book Fair International and the main promotional event on World AIDS Day. In excess of $1,300 was contributed to the College's United Way Campaign through the silent auction. Another $500 was raised through the raffle and bake sale fund-raising components of the campaign to establish a college-wide scholarship fund which will carry the name of General Motors. Yet another $500 was contributed to the scholarship fund which GM donated to the campus following the success of the project. In excess of $32,000 in corporate donations was collected for the silent auction and giveaways and raffle prizes at the AIDS Day event.

In excess of one million people were exposed to the GM name throughout the events. For the $2,500 investment, GM received an approximated promotional value of $109,000.

The following highlights the promotional strategy the class designed for General Motors, each providing a link for GM to a necessary social responsibility and service learning component.

United Way

Promotion in Motion sponsored a three-day Silent Auction on the campus with $1,300 in proceeds going to the campus' United Way Campaign. The campus designated General Motors as the official sponsor of the silent auction. Each student was responsible for collecting ten donations from local community businesses. The many donations included a weekend at the Miami Wyndham Hotel, fifty cosmetic and toiletry baskets from American Hygienic Laboratories, and 48 cruises from Celebrity Cruises.

Service Learning Hours

Each student volunteered a minimum of three hours at a not-for-profit United Way organization benefiting AIDS patients. At the planned event, vehicles from each GM division were on hand as were tented booths creating a festival atmosphere. Red ribbons were distributed as participants interacted with the vehicles. Over $32,000 in corporate donations were awarded every five minutes; the larger raffle prizes every fifteen minutes. The donations included two round-trip tickets to Argentina, a week-end for two at the Miami Hyatt Hotel, an evenings stay at a South Beach hotel, 100 one-week passes to Bally's Gym, a signed basketball from The Miami Heat, and gift baskets with $10,000 of cosmetics and toiletries from American Hygienic Laboratories. The campus donated ten tents at a value of approximately $750. The sale of baked products donated by many area Publix Supermarkets as well as raffle ticket sales added to the agency's donation on behalf of General Motors.

Camilus House

A local downtown shelter and soup kitchen for the homeless was also the beneficiary of the agency's philanthropic efforts on behalf of General Motors. The five decorative baskets filed with canned food and toy cars (each bearing GM-Great Memories label) which served as the centerpieces at *Promotion in Motion's* formal presentation to GM and the top administrators of Miami-Dade Community College were delivered to Camilus House after the main event. In addition, many boxes of baked goods donated by Publix Supermarket that were not sold at the promotion were also donated to Camilus.

Education

The students were able to place General Motors as an ally of education. As a result of the agency's success in the sale of raffle tickets and baked goods at the AIDS Day Event, a $1,000 check was donated to the College's Foundation to establish a new college-wide scholarship fund for Business and CIS students. The college will make this a matching endowment thus bringing the initial amount to $2,000. The scholarships, in the name of General Motors Marketing Internship, will continue to be awarded yearly during the Honors Day Ceremony on the Wolfson campus.

Faculty Technology Mini Grants—
Supporting Innovation in the Teaching/Learning Process

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Project Goal

Middle Georgia College's mission includes "preparing our graduates to be successful participants in a technology-based society." Therefore, faculty need expertise in choosing and using instructional technology. Our Faculty Technology MiniGrant process addresses this need, emphasizing faculty-centeredness, flexibility, and sharing of expertise. Our goal is enhance student learning through increasing the scope and depth of instructional technologies used and number of users.

Background

In fall 1998, MGC surveyed faculty to identify instructional technologies in use, how well they enhanced student learning, and resources needed to increase faculty expertise. Results identified a wide range of abilities with a narrow range of technologies used—business e-mail, Internet and on-line library searches. Fewer than 10% were using classroom presentation, distance learning, and web-enhancements. Faculty were moderately satisfied with their technology's success (3.65 on a scale of 1-low through 5-high).

Faculty wanted involvement in designing their minigrant process and flexible support to improve their expertise. Resources identified, in order of priority, were 1) development time; 2) a faculty mentor; 3) travel to visit exemplary sites, expert peers, and best-practice conferences; 4) equipment and software. An equipment inventory survey helped to set priorities to equipping classrooms with technology.

Faculty Design

During 1998-1999, the faculty Technology Roundtable Committee (TRC) developed our Faculty Technology Mini-Grant package. The TRC, composed active users and supporters of instructional technology, represents all academic divisions, libraries, and both campuses. To assure broad faculty involvement, TRC members solicited faculty feedback through nine drafts. Decisions were by majority vote of attending TRC members.

Issues addressed, and their respective resolutions, were:

- *Equal opportunity*: The grant's purpose includes "to develop new and innovative uses, or enhance current use, of instructional technology." The Request For Proposal is open to all full-time faculty, regardless of the applicant's level of technology ability, the distribution among divisions of applications submitted, or the applicant's membership on TRC. There is a limit of one grant per faculty for each grant cycle.
- *Clear criteria, simple application process*: The criteria are: important/significant; creative/innovative; useful to instructor, student, college; replicable either within discipline or cross-discipline; and positive impact on the MGC community. Criteria are neither ranked nor weighted in the selection process. A one-page cover sheet explains the mini-grant purpose, application process, selection criteria, deadlines, award benefits, expected reports, and the collaborative sharing expected of recipients. The 2-page RFP describes the proposed activity, projected outcomes, and the support package designed by the grant applicant to achieve the outcomes. Approval by the applicant's Division Chair signifies commitment by academic administration to the proposal's outcomes. TRC members offer assistance to applicants in designing their grant, identifying a mentor, and obtaining budget information.
- *Flexibility in design*: Faculty design their grant components according to their project goal and professional development needs. Potential benefits include work with a mentor; reassign time for recipient (and mentor) equivalent to one course for one semester; a multimedia notebook computer; travel to conferences, model sites, expert peers; and peripheral equipment and software.
- *Standardized selection process*: TRC members complete a blind review of each proposal, rating each criteria '5-favorable' through '0-unfavorable'. A blind summary of rating averages and reviewer comments is used in the TRC's grant selection meeting. Members who submit a proposal do not participate in discussion or vote on their proposal. The TRC Chair presents recommendations to the VPAA and Academic Council for final administrative approval.
- *Contractual commitment*: A written contract describes project outcomes, funded components, progress and final reports, expected

assessment of the technology's effectiveness, and the recipient's plans for sharing their newly-acquired expertise with other faculty. For flexibility, adjusting or redirecting proposal outcomes and/or activities may be negotiated.

Administration

The college administration is committed to supporting the minigrant process, through recognizing it as a priority and by providing funding.

University system funds include a portion of MGC's Equipment Technology and Construction Trust Fund (ETACT) monies for the computers, and Connecting Teachers with Technology Faculty Development funds for travel, peripherals, and software. The VPAA uses adjunct faculty funds for reassign time. Reassign time is scheduled to meet the needs of the recipient, mentor, and their academic division(s). It may be a summer project, paid overload or coverage with an adjunct faculty. Depending on timing and availability, unexpended year-end monies may be used.

The one-year cycle is: RFP announced November, proposal deadline January, review and selection February, awards March, activities occur through the next academic year. Recipients present their results at a general faculty meeting and share their expertise through becoming a mentor, providing tutoring, or giving a small-group class.

Coordination

The VPAA appoints the Technology Roundtable Committee. The committee Chair is the Director of Instructional Technology, who reports directly to the VPAA and serves on the Academic Council. Coordination activities of the TRC Chair include organizing TRC meetings, preparing and distributing forms, compiling the blind proposal summary, negotiating budget, tracking award benefits, communicating with Division Chairs, and serving as liaison with grant recipients throughout the grant period.

Outcomes Summary

For-2000 we funded 13 projects and 14 participants. Award totals exceeded $64K. Two web-based Composition courses are being offered this spring. Web-enhancements to face-to-face Learning Support, Biology, and American Government began fall 1999, with positive student learning and student satisfaction reported on course surveys. An on-line tutorial drop-in for our College Success course is in development. A CD-ROM of anatomy tutorials is being used, with positive student learning and satisfaction. On-line case studies for problem-based learning in Physical Therapist Assistant are being used, with higher student grades fall 1999 than classes not using case studies. In-class display and critique of Learning Support essay writings is being initiated spring semester. Using notebook computers in clinical for care planning, patient teaching, community wellness projects and tracking of clinical skills in Nursing all had positive student learning and satisfaction fall 1999.

We are achieving our ongoing goal of enhancing student learning and satisfaction with the teaching process through increased faculty involvement and expertise with instructional technology. Future surveys should demonstrate our graduates' success in a technology-based society.

The Georgia Academy of Mathematics, Engineering, and Science

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The Georgia Academy of Mathematics, Engineering, and Science (GAMES) is a residential, two-year, joint enrollment program for gifted high school juniors and seniors. Located on the campus of Middle Georgia College in Cochran, Georgia, GAMES allows students who meet the strenuous admission requirements to obtain high school and college credit simultaneously while enrolled full-time in college courses.

GAMES is intended for students who are motivated to accelerate their high school and college graduations. Accepted students may enroll in the Academy after their sophomore or junior year in high school. To be eligible for admission, students must be on an accelerated college preparatory curriculum, possess a minimum 3.5 academic core GPA, and score a minimum of 1100 on the SAT. In addition, three letters of recommendation and interviews with the prospective student and his or her parents are required. Students currently in the program have an average SAT of 1240 and a 3.83 academic core GPA.

GAMES students live in a residence hall maintained exclusively for them and attend classes as full-time college students. A full-time activity director lives in the residence hall and coordinates many of the enrichment activities provided for GAMES students. As is appropriate for the age of the GAMES students, residential life rules and regulations are more stringent than those applied to other Middle Georgia College students. The Academy allows academically talented students to receive an Associate of Science degree at the same time that they receive their high school diploma.

GAMES enrolled twenty-six students in 1997-98, its inaugural year. Forty-eight students enrolled for 1998-99 and fifty-one for 1999-2000.

Bulletin Boards on the Web

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In education, from Kindergarten to obtaining a Ph.D., students are surrounded by bulletin boards in classrooms and hallways. The purpose of these boards is to promote learning and pass on information. In many cases they are also designed to encourage creativity and to be visually stimulating.

These bulletin boards kept stationary on the wall, need to make the transition to the dynamic creativity of the web. In the process of creating a bulletin board for the wall in my lab, my Computer Servicing Lab I class and I had the idea of making a mock-up of a PC on the wall for all to see. This class is a requirement for the A.A.S. degree in Computer Servicing Technology. The board would be made of actual PC components, which would be labeled with their title and main purpose.

It was immediately realized how advantageous it would be to have the board on the Internet; and the decision was made to remove two students from working on the physical board so they could concentrate on the virtual board. Through the use of a Digital Camera, a Scanner and the Web, the students built a page consisting of each PC component, a description and the purpose of those components.

As the board was placed on the wall, the web page was growing very large and contained a huge amount of information. The best part of the page was that students constantly wanted to add information and do extra projects for the page. The students were very proud of the board on the wall and even more so of the virtual board on the web. They were telling all their friends and relatives to look at it and, with Internet access, they could do so from anywhere in the world.

All of the advantages of a wall bound bulletin board had been combined with the dynamic power of the Internet for the world to see. Graphics on the web page had been mapped, so the curious could click on any item and get a description of it.

Additional information has been added since the virtual board's inception, and there are plans to add more. Shortly after the board was originally built a student in my Special Projects class, also a degree requirement, added a series of pages on memory. The information was integrated and as you look at the site you can't tell that it wasn't there when the class started. This semester two students in a Special Projects class will research and build pages that consist of the evolution of many different computer components. Both boards have been used extensively in the classroom to describe the parts of the PC and their functions. The difference between the two boards is that today someone in Texas looked at the virtual board.

The students did all the work on both boards. The virtual board incurred no costs, and can be seen at http://bulldogs.mgccc.cc.ms.us/cst/bboard/index.htm. The total cost of the wall board was for the plywood only. Everything else used in this project was old equipment that didn't work and had been donated. This technique can be applied to any learning environment and built by any group of students. Even if the Internet is not accessible, it could be built in PowerPoint or Word and viewed on the PC. (PowerPoint and Word would also allow easy conversion to HTML so it could be posted to the web or simply viewed on the computer.)

Many students in the classroom and on the web have remarked that the page has really helped them understand the parts of the PC and how they fit together. In the spring of 2000 this web page will be used to instruct an on-line course. The page will be used as a reference for those in the on-line course.

As time progresses there will be many assignments researched, drafted and turned in for a final grade over the Internet. As students prepare their assignments, a ten-page paper, double spaced with a cover sheet is not a concern. Technically accurate information, with graphics and references that everyone can learn from, is a higher priority. If a student does well on an assignment it may be edited slightly and then posted to the web for all to view. This serves as an additional incentive, as it not only allows the student to get a sense of accomplishment but when they go to an employer they can inform the employer that they are published and where the information can be found.

The Library and the Community College Curriculum: A Plan for the Future

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In August of 1998, Mississippi Gulf Coast Community College Jackson County Campus developed a two-year plan to integrate the library program across the curriculum. This plan addressed three identified goals: to increase the use of the library facility and resources by both the faculty and student population and to increase the use of library resources.

MGCCC-Jackson County Campus

Mississippi Gulf Coast Community College is a multi-campus community college located in south Mississippi and serving 8500 students. The Jackson County Campus is located in Gautier, Mississippi, and has a student population of 3500, 120 full-time faculty, and 43 adjunct faculty. The Jackson County Campus Library has three professional librarians, two secretarial staff, and 16 student workers. One of the secretarial positions serves as the library computer technician. The library contains approximately 29,000 volumes and 250 periodical subscriptions.

Technology Resources

Implementation of the technology plan was completed in April of 1999. The campus vice president took an active role in the planning process and provided the funds for the technology expansion. The technology enhancements include an Internet access network of 32 computers, a virtual CD ROM tower, a Gateway Destination presentation system for bibliographic instruction and presentations in the Reference area, a flat bed scanner, two networked laser printers and one color printer.

In the fall of 1999, an instructional resource room was created for faculty. Technology purchased for instructional support includes four networked computers, one digital camera, two laptop computers, one video projector, one Rocket ebook, one zip drive, one microphone, one CD ROM writer, and one color printer.

The Jackson County Campus has access to The Magnolia Project, which provides free access to a variety of on-line databases. In addition, the library subscribes to a variety of on-line databases and has purchased cross-curricular CD-ROM's for the virtual tower. Most of the on-line databases are remote access.

Goal One: To Increase the Use of the Library Facility and Resources by the Faculty Population

The first action of the integration plan was to conduct a faculty survey. This survey identified library use patterns, technology proficiency, and the faculty perspective on the library program. The library director began serving on the Deans/Department Chairpersons Committee to establish a peer relationship with other department chairs, keep current on departmental activities, and promote the library program.

The library director conducted orientations by department for every department. These orientations included instruction on team-teaching literacy skills with library staff for an integrated curriculum. These departmental orientations had a 98% attendance rate by department and provided direct promotion of library curricular support.

In addition, the library staff took an active role in staff development for faculty. Staff development offerings have included instruction on the use of print and electronic resources, research methods, Internet basics, e-mail, use of multimedia technology, and Microsoft PowerPoint and FrontPage software.

The library created an instructional resource room containing print resources and technology supporting pedagogy and androgogy. This instructional resource room provides access to a variety of technologies for use in faculty training and creating multimedia and electronic instructional aids.

The library implemented a collection development policy requiring departmental committee input in the development and weeding of the collection.

These changes have resulted in a positive dialog between the library and the faculty. The faculty feel a sense of ownership and responsibility for the library resulting in a substantial increase in the use of the library by instructors with their classes during scheduled class times and as a requirement of the curriculum by students on their own time. There has been a 15 % increase in the number of classes in the 1999-2000 school year.

Goal Two: To Increase the Use of the Library Facility and Resources by the Student Population

MGCCC conducts the Institutional Student Survey in the spring of each year. A segment of this survey addresses library services to students. An analysis of this data indicated that the library needed to create a user-friendly environment and promote library services to students.

The installation of the computer network and the availability of Internet access and on-line databases enhance the library environment for students. The library purchased three furniture groupings for casual reading and studying. The computer network is setup in two separate pods with comfortable desks and chairs. Elaborate book displays are set up in the main area of the library. Library policy now allows drinks in the library and food in the study rooms. During instructional sessions, students are encouraged to think of the library as a place of study and recreation.

The campus libraries worked together to create a library web page providing easy access to on-line resources and research aids. E-mail addresses and phone numbers of library staff are provided on the web page in an effort to increase student access to professional staff.

These changes have resulted in a marked increase in library use by students. Current door counts average 15,000 per month. The patron count for computer use averages 1800 patrons per month. Interlibrary loan transactions average 80 per month. The library has gone from being almost empty to always busy.

Goal Three: To Increase the Circulation of Library Resources

The promotion of library resources and services to faculty and students directly impacted the use of library resources. Book circulation dropped as a result of the computer network and on-line resource access. Use statistics from Ebscohost indicate a steady increase in on-line database use. A comparison of fall 1998 and fall 1999 Ebscohost statistics shows a 75% increase in the number of sessions. While book circulation is down, the use of electronic resources continues to rise with the increase in library use by both students and faculty.

The technology enhancements, the addition of on-line databases, and the user-friendly environment have increased the use of library resources. The library staff's involvement in campus committees along with promotion of library resources continues to increase instructional use of the library. All these changes combined have created a dynamic library that truly functions as the hub of the college.

Student E-Mail Project

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The MCC Student E-Mail Project is an exemplary initiative, supported by both College funds and a grant from New York State, that provides our students with e-mail accounts automatically upon registration. This enhanced electronic communication vehicle affords our students the opportunity to communicate on the most successful e-mail product used in the workplace today. The project was designed by MCC's Director of Networking and Applications, Brett Thompson, to contain special features that enable an efficient and effective communication flow. One feature that has received rave reviews from faculty is the student e-mail "distribution" list for every class. Both students and faculty can take advantage of this increased opportunity for 24-hour, asynchronous communication. A summary of those features that make this enhanced learning tool so useful for our students appear below.

Key Student E-Mail Facts/Features:

1. Microsoft Outlook Web Access (v5.5 SP3) Based
    a. E-Mail Features
        i. Attachments
        ii. Multiple Views (by sender, subject, conversation thread, category, read/unread)
        iii. Web based Forms
        iv. "Tell me when message has been delivered / read"
        v. Automatic recipient e-mail name verification before (for mail sent to other MCC Faculty/Staff/Students)
        vi. Directory/Find Names Feature to find any MCC student, faculty member, or staff member

   b. Other Features
      i. Multi-user collaboration folders
      ii. Calendaring w/ Meeting Requests (free/busy)
      iii. Contacts (name, address, web site, phone, e-mail, etc.)
   c. Important Point to Mention: We have deployed the most successful commercial (*corporate)* e-mail product of the past two years. Microsoft Outlook has over 40% market share in Fortune 1000 companies. This provides our students with experience on a platform they are likely to see in the workplace. MCC has stayed true to the normal configurations and has refrained from disabling features, customizing, or "making easier to use" for the sole purpose of letting the students learn and use the product as it stands.

2. Over 20,000 accounts

3. Unique In-House Developed Features
   a. Automatic account creation/deletion of all student accounts based on Student Registration data from mainframe; 24-hour turn around from drop/add to e-mail account creation/deletion
   b. Automatic distribution lists created for
      i. Every course section (with drop/adds reflected)
      ii. Every discipline
      iii. Every major
   c. Planned Automatic Distribution Lists (not available yet—in process)
      i. By Financial Aid Status
      ii. By Immunization Status
      iii. By Early Alert Status
      iv. By First Time MCC Student Status
      v. By Ready to Graduate Status
      vi. By Advisement groups
      vii. <others as determined by college>
   d. Intro web page with account tools for students to:
      i. Automatically find their e-mail account with no staff intervention
      ii. Reset their password
      iii. Change their password
   e. Support web page
      i. Various FAQs
      ii. Complete On-line Manual
      iii. Account Tools
      iv. Access Locations
      v. Procedures and Policies
   f. Facts
      i. For the two week period, 1/24/2000 to 2/3/2000, the project has averaged approximately 1,250 page hits per day
      ii. New "Find Account" Successful Requests since January 24th: 3,844 (this is on top of the 2,000 already "found" by students over fall, 1999).
4. Computers Added
   a. Approximately 40 additional student e-mail access computers were provided in student lounge/study areas for easy on-site access from 6 a.m. to midnight, regardless of learning center hours.

The Planetarium as a Classroom

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In June 1997 Navarro College opened the Leland Cook Arts, Science, and Technology Center on its campus in Corsicana, Texas. The facility houses the largest planetarium dome in the state of Texas, an observatory, and an exhibit hall. Major features of the Center include a state-of-the art "Digistar" projection system, 70 mm movie projection system, and a laser system, providing extensive multimedia capabilities.

Traditionally, planetaria are restricted to astronomical presentations. However, the College administration encouraged faculty to consider innovative and creative ways to utilize the planetarium as a classroom for other disciplines. Professional development workshops were conducted to introduce instructors to the technology and to the staff at the Center, and to provide training on how to utilize the facility to enhance and improve instruction. The College also offered "minigrants" to provide funds to instructors to develop projects for use in the planetarium. As a result, several faculty members from across the campus have developed projects to enhance student learning through this unique alternative delivery system. Sample projects include:

- Occupational Therapy Instructor Anita Lane found that students had difficulty grasping the uniform terminology of the profession. To address the problem, Mrs. Lane, working in conjunction with the College Radio/TV department, produced a video of children at play demonstrating sensorimotor activities. Rather than rote memorization of terms, students saw visible demonstrations of the concepts the instructor was trying to teach. Mrs. Lane reports that students' fluency in the terminology has improved dramatically since the implementation of this teaching technique.
- Ag-Tech instructors Steve Thompson and Paul Bladl have used the planetarium as a classroom to teach methods of repairing diesel engines, combines, tractors, and other farm equipment. John Deere, the College's Corporate partner in this program, provides modern equipment for hands-on training, but the instructors have difficulty demonstrating methods of repairing or replacing small parts located inside the machine. A VCR/TV monitor were too small to demonstrate the technique adequately. Video clips, slides, and diagrams shown on the dome enable students to "see through the side of the machine" to visualize how it should look and function on the inside. Students showed a marked improvement in demonstrating skills and competencies related to the activity after having viewed the presentation on the planetarium dome.
- Tommy Stringer, History instructor, developed a presentation on the assassination of President Lincoln. Using slides and photographs of the people and places involved in the tragedy, Stringer was able to "take the students to Ford's Theater" to relive the events of the evening of April 14, 1865. The presentation has also been used for public showing.

- Hundreds of elementary and secondary school children from the area visit the Planetarium each year with their teachers to view programs that complement their science curriculum and extend their classroom beyond their own campus.

These examples demonstrate faculty response to administrative leadership encouraging instructors to utilize creative ways to deliver material to students. The alternative delivery of material in a non-traditional setting has enhanced teaching and learning in multiple disciplines. The Planetarium has indeed become a classroom in the arts, sciences, humanities, and technical programs at the College, and it has become an effective means of providing enriching educational experiences to secondary and elementary students and to the public in general.

Career Action Series

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Oakton Community College serves the North Chicago suburbs and has an enrollment of about 10,000 students seeking transfer and career associates degrees, career certificates, and individual credit and non-credit educational experiences. A significant problem for many potential students is taking the first step to enter college. Many traditional students think they simply can't afford it and many non-traditional students have problems fitting education into their current life balance of family, work, and recreation. With these students and their challenges in mind, we developed and began to deliver Career Action Series (CAS) Programs at Oakton in the spring of 1999.

Program Goals

The major goal of the CAS Program was to provide options for current and potential students. When we set out to develop the CAS concept, we wanted to meet the needs of traditional and non-traditional students to:

1. Receive high-impact courses designed to provide entry into a career area on which they could build a future
2. Gain the necessary education in a short amount of time
3. Attend classes on a schedule that would conveniently compliment their other life activities (family, work, recreation, etc.)
4. Serve as a catalyst for continued education and training
5. Receive tangible feedback on their accomplishment for their self-motivation and for use by HEM professionals in the companies for which they worked

Program Design

A program chair wishing to offer a CAS was required to adhere to the following guidelines. The CAS offered must:

1. Consist of two to three courses that comprised an educational sequence.

2. Offer career-focused courses that provided meaningful and marketable skills
3. Have the courses scheduled sequentially over the course of a semester. By taking courses sequentially rather than concurrently, the student could focus on one course at a time. This is of value to a student because it intrudes less into his/her other life activities.
4. Have the courses scheduled in such a way as to minimize time on campus. This involved two shorter days or one longer day. Also, we sought to take advantage of underused time slots that might better meet the scheduling needs of students.
5. Have each sequenced course scheduled in the same room, on the same day, at the same time. In this way, the complexity of fitting the CAS into the student's life schedule was minimized

Upon completion of the CAS, the student would have attained a skill set that could be used to attain a job in their career field at higher than entry level. Entry level is generally defined as inexperienced and uneducated. Although CAS students might be inexperienced, they would have a knowledge base that would allow them to enter the field at a higher pay level.

Additionally, they would get a CAS Series Completion Award. This award clearly outlines the courses completed and, more importantly, the skills attained. It could be used to attain a job or as a document to be included in the training record of the HEM department at the student's company. In that the award was not a degree or certificate, it did not require state approval.

Example

During our first semester, we offered a CAS in Professional Sales. It was made up of MKT 161, Principles of Professional Selling, and MKT 261, Advanced Professional Selling. In that MKT 161 is a prerequisite for MKT 261, it would normally take a student two semesters to get both of these courses. To get both courses done in sixteen weeks, we needed to schedule 5½ hours per week on either one or two days. MKT 161 would be taken for the first eight weeks and MKT 261 for the second eight weeks.

Results

During spring of 1999 we scheduled 10 Career Action Series comprised of 22 course sections. We enrolled 197 students for 469 total credit hours. During the fall of 1999, we offered 15 CAS's in 36 with 495 for 1057 credit hours.

For the spring of 2000, we are offering 12 CAS's in 30 sections with 303 students enrolled at a total of 725 credit hours, thus far. Many do not enroll until later for courses that make up the late half of the series.

Conclusions

As we said at the beginning, the CAS Program offers students options. The success of the program is reflected in the number of enrollments rather than any measurement of only new students. The program has been successful in meeting all of our goals in the design phase and in attracting students during implementation. The program is a valuable addition to our more traditional delivery scheduling and better meets the needs of our diverse population.

Home Grown Faculty Development Program

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Faculty in-service training at Piedmont Technical College had been an on-again, off-again institutional priority until a faculty committee took on the task of developing a college wide program for new faculty members. The administration and the Teaching Improvement Committee recognized the need for systematically teaching a methodologies course, primarily because more than half of our faculty come from a technical field. In addition, those faculty who do have teaching experience often lack experience teaching adult students. Therefore, many "old" and "new" faculty continue to teach the way they were taught. With over two hundred adjunct faculty members teaching on campus, at the university, six off-campus sites, prison sites, and on evening and weekend schedules, the "esprit de corps" can be improved.

Given free reins by the administration to develop a proposal, the committee went to work during the 1993-94 school year; they researched current practice for faculty training, conducted internal surveys, and debated faculty training needs. After nearly a year of planning, the Teaching Improvement Committee presented their proposal to institutional officers and received complete approval and financial support for "PTC 102," The Teaching Excellence Program. The program began in the fall 1994 semester for all new full-time and adjunct faculty members; and the committee has continued to offer and refine the program for five years.

The objectives of PTC 102 are:

- To provide information on effective teaching methodology.
- To model effective methodology, especially active learning, in the workshops.
- To acquaint faculty with academic support services available for them and their students.
- To develop a mentoring program that supports and encourages faculty.
- To develop a sense of "community" among faculty members.
- To provide incentives for faculty to attend the workshop series.

Developing instructors' skills by providing variation to routine lectures was a key goal of the mentors. Use of effective questioning techniques and cooperative learning methods were presented along with suggestions for developing course syllabi and lesson plans that accommodate both adult learners and multiple learning styles. A concern was that faculty needed training in dealing with diversity and complexity particularly in terms of race, gender, and students with learning disabilities.

Committee members strongly believe that it is essential for faculty mentors to model effective teaching methods by using a variety of strategies in each module. Workshop leaders could not lecture about how to teach active learning. Therefore, each session leader incorporated team activities, group discussions, and guest speakers.

Three faculty mentors were selected by the committee and recommended to the vice president and deans. The selection criteria were based on documented exemplary teaching experience, demonstrated commitment to faculty growth and development, and proven leadership skills as evidenced by college and community service. Mentors were not specifically assigned to individuals during the first four years; however, a more formal mentor relationship was established during the current year with expanded roles and responsibilities for both mentors and mentees.

Mentors were required to develop the four modules around the content objectives identified by the committee. They then conducted the full eight-hour workshop for full-time faculty and a condensed three-hour version for adjunct faculty. Assignments were given to participants prior to the sessions, and homework assignments were made following each session. Mentors followed up homework assignments by providing one-on-one consultation when necessary. The full-time faculty members develop a teaching portfolio during the year, documenting their progress and development; the portfolio will be used in the annual faculty review process. For their mentoring roles, the selected faculty were compensated at the equivalent rate of teaching an additional course.

To encourage participation, the committee negotiated with the administration to provide one course release to new full-time faculty members or waiver of additional college committee participation. Adjunct faculty members were paid hourly teaching rates for the hours they attended. Also, completers of all four modules were awarded PTC 102 instructional certification, which meant a small hourly pay increase.

After the four modules were developed around the objectives and content, they were arranged in order of priority and an outline was developed. The current outline follows:

- Module 1: Creating the Learning Environment
- Module 2: Instructional Planning and Assessment
- Module 3: Teaching Adult Learners.
- Module 4: Diversity and Complexity in the College Classroom

Improving Your Classroom Teaching, (Weimer, 1993), was selected for the homework textbook. It is available in paperback and is moderately priced, which was important since the college purchased the textbooks for all participants. In-service development work days are set aside between each term for full-time faculty members and sessions were spaced throughout the year. The sessions for full-time faculty members began at 8:30 A.M. and ran until 3:30 P.M., while the program for adjunct faculty alternated between evenings and Saturday mornings.

Each session was evaluated by participants, and feedback is constantly being used to improve and refine on-going sessions. At the conclusion of the series, completers, or graduates, are presented with certificates and asked to give an in-depth critique of what worked and what did not work. Evaluations are consistently above average, with suggestions for improvement used in future planning. Over four hundred full-time and adjunct faculty have attended one or more sessions, and ninety-five faculty members have graduated from the instructional certification program. All will be surveyed during the coming months to assess the long-term effectiveness of the instructional certification program.

Following the implementation of PTC 102, the Teaching Improvement Committee continues to create opportunities for faculty development. In the fall of 1998, the committee organized the first faculty retreat away from campus at a relaxing location on the lake, providing the faculty an opportunity to address issues within the classroom. Members also developed "Teaching with Technologies," a series of workshops that cover topics such as Troubleshooting your Computer, WEBCT, PowerPoint, FrontPage, and Microsoft Works. Future plans include an on-campus one-day conference to celebrate Teaching and Learning at PTC, featuring twenty or more of Piedmont's faculty conducting concurrent sessions throughout the day.

No single initiative at Piedmont can be attributed with having a greater impact on classroom teaching and student learning as the faculty development opportunities made possible by the Teaching Improvement Committee.

The Learning Network

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The Learning Network was established in August 1997 as a weekly e-mail discussion group at Roane State Community College. This Network has enabled a geographically dispersed faculty population to be able to converse on issues of common concern. Faculty teaching schedules don't always permit traveling to a common site to meet. Faculty are currently on seven different sites. The Learning Network helps address those barriers.

A previous Coordinator of Teaching Effectiveness had begun using the e-mail as an avenue to share information with Roane State faculty. This information did not come in a regular time interval, however. Sometimes information on more than one topic would come quickly. As the new Coordinator of Teaching Effectiveness took over, she saw the need for a regular time when faculty could look forward to sharing ideas.

Every Tuesday, a different topic is put out over the Learning Network. This topic is known as the Tuesday Topic. Faculty are encouraged to respond to the topic. Some topics are ones that are currently being talked about that week on campus. For instance, if it is the week for student evaluations, a topic concerning the validity of student evaluations is given. If it is finals week, a topic on assessment is given. At one time, faculty were very concerned about grade inflation. That became one of the liveliest topics yet for the Network. In fact, with this topic, someone mistakenly began a message to all of the college, instead of replying only to the distribution list. Thus, the entire college was hearing what faculty had to say about grade inflation. This "mistake" led to many more faculty, as well as several staff and administrators, joining the Network. It was wonderful to walk across campus and be stopped several times with people commenting on what was happening on the Learning Network.

Other topics discussed have been racial diversity/multiculturalism in the classroom; how to incorporate technology in the classroom; suggestions for summer reading; dealing with potentially violent students; the best ways to deal with class policies such as attendance, make-up work, etc.; student motivation; course competencies; effective syllabi; class discussion techniques; student crushes; incorporating public speaking in the classroom; best and worst teacher experiences; and the use of multimedia in the classroom.

Through listening to fellow faculty and reading in education journals, it's easy to choose something new to talk about each week. Also, faculty are encouraged to send topics to the Coordinator to include on future Tuesday Topics. This leads to topics she might not have thought of otherwise and is a strong indicator of the concerns of faculty.

The Learning Network is also an avenue for many part-time instructors. Often, adjunct faculty may feel left out of some professional development opportunities. On the Learning Network, their opinions matter.

Similarly, a few students have taken part in the Learning Network. These students were responsible students, many of whom planned to be teachers themselves. Their comments add to the discussion.

Currently, Roane State has approximately 140 full-time faculty and at least that many part-time faculty. The Network has had as many as 166 members. Currently, 150 faculty and staff are on the distribution list, due to employee retirements or requests to leave the Network.

In setting up the Network, at first we felt we wanted a Listserve, where teachers from other campuses could contribute to the discussion. However, the previous Coordinator experienced much difficulty with faculty not replying to all of the Network, but only to him. We found that an in-house distribution list worked best for us. Plus, after much thought, the new Coordinator felt a discussion among only Roane State faculty could enable us to talk of issues of particular concern to this college. Some of the Network's members have forwarded topics and/or responses to people off-site, but the discussions have been only among Roane State faculty and staff.

No matter what the e-mail system is at a particular college, the Learning Network is easily adaptable.

Plus, another positive is that just because someone is on the Learning Network doesn't mean that they have to respond each week. Many are "lurkers," some never answering to the whole group, but catching me in the hall or in my office to discuss the issue of the week. Another exciting occurrence is when there are discussions within the Network, as a member e-mails another individually to comment on what one has written.

Although overwhelmingly positive, the Learning Network is not without its problems. For instance, one topic on multiculturalism in the classroom unexpectedly brought out discussions on religion and homosexuality. At least two members chose to withdraw their membership because of this. Or, occasionally, responses may drift into "sillier" responses. While some faculty find this to be a welcome break, other faculty want all the conversations to remain more serious.

A few faculty have withdrawn from the Network, saying they are "too busy." I encourage faculty to file away topics and responses electronically so that they may look at them later in the week when they have time, but ultimately, I've always respected their wishes and removed them from the distribution list when they asked. This way, also, I'm assured that all on the Learning Network wish to be there.

As a whole, however, the Learning Network has been a serious discussion group, allowing faculty from all disciplines and all campus locations to discuss issues that concern them. One member of the Network stated that it was the first time she felt part of a true college academic community, probably the highest compliment the Network could be given. Although there might not always be specific ways to measure the Network's effect, so much anecdotal evidence is present that I feel the Network has been a success at Roane State Community College and can be a similar, if not better, success at other colleges where teaching and learning is a high priority.

Minority Internship Program

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In September 1999, Schenectady County Community College launched an innovative program aimed at increasing diversity among faculty members at the upstate New York campus, an issue with which many colleges nationwide continue to grapple.

The College developed and supports a unique Minority Internship Program that is designed to recruit Ph.D. candidates who are studying at the State University of New York at Albany and other regional universities, and have them fulfill two-year internships at SCCC, during which time the interns gain teaching experience and participate in daily college activities required of any faculty member.

Jose Melendez, a Ph.D. candidate in Curriculum and Instruction at the State University of New York at Albany, and David Lovell, an Education Program Assistant with the New York State Department of Education, are participants in the inaugural year of the program.

Melendez, a native of Guaynabo, Puerto Rico, who has been a lecturer at SUNY Albany, as well as a middle school and college instructor in Puerto Rico, has been assigned to the Developmental Studies Department. Lovell is working in the Business and Law Department. They will both participate in the program for two years, at which time two new candidates will be recruited. Candidates will ideally have Master's degrees and be pursuing a Ph.D.

The long-term program (four semesters) is designed so that interns will be assisting with advising, tutoring, meeting with other faculty, attending faculty programs, and eventually teaching two courses per semester, giving them a complete picture of what is involved in teaching at the college level. This all-encompassing framework of the program makes it unique.

"It gives you an overall knowledge of the entire College community. This will help me in later years. Academic advising and teaching give you an overall experience. You know the other things that students are involved with and can appreciate what a student is going through," Lovell said during a recent interview before he headed off to a *Current Issues in Criminal Justice* class which he team-teaches with Professor Robert Hoff. He plans to begin his Ph.D. in Public Administration at SUNY Albany and eventually become a dean at the college level.

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Like Lovell, who is a native of Trinidad-Tobago, Melendez said that he can appreciate that many times students are wrestling with many other issues while attending college, including becoming acclimated to life in the United States for those English As A Second Language students. He has been working with several ESL students in the Learning Center at SCCC under the guidance of Learning Resource Specialist Robin Geery.

In addition to all of the benefits that the program holds for Melendez and Lovell, it also holds an obvious service for the student population at SCCC.

"We have a diverse population of students at SCCC so we need a diverse population of instructors. They need to understand where these students are coming from," Melendez said. "We will be identifying students for ESL and fine-tuning this identification process. Then we'll approach them about help in the Learning Center and ESL courses," Melendez explained. He teaches an English as a Second Language course that has the highest enrollment the course has had at the College since its inception, as well as a Reading Skills class. Every Friday Melendez tutors students individually, often incorporating ESL techniques into these tutoring sessions. "This program recruited someone with a diverse background who now has a real following on campus. He works with various students and responds to their needs. The program has been great for us," said Robin Geery, SCCC's Learning Resource Specialist who oversees the College's Learning Center.

When the Affirmative Action and Multicultural Affairs Committee evaluated the lack of diversity among faculty members (there are three minority faculty members among the College's 65 full-time faculty), they decided to institute the program, responding to student input also. "We heard the students saying that they wanted to see diversity. We felt we needed to be pro-active," explained Carolyn Taylor, SCCC's Personnel Coordinator/Affirmative Action Officer and Chair of the Committee.

A long-term goal of the program is not only to increase diversity on SCCC's campus, but to set a trend on other campuses and provide a model for them to create a pool of minority faculty from which various colleges could draw. "We're hoping that other schools will do similar things. It's not just for ourselves, but to increase minority faculty on college campuses elsewhere," SCCC President Gabriel J. Basil said.

Instructional Technology Initiative for Mathematics

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Background

In the fall 1995 semester, SCCC Strategic Planning Committee focused on various aspects of College activities that would improve retention and recruitment of students while using efficient methods to deliver College services. In particular, attention was focused on the methods the College used to deliver developmental mathematics—specifically our three-contact hour MA01 Basic Mathematics course. Professors primarily lecturing to classes of size 15 teach arithmetic concepts. This course is follow by a second developmental course, a traditionally taught four-contact hour Algebra I (MA07). The Mathematics Department felt that a more seamless approach to these courses could be developed allowing students to move more quickly and acquire the necessary mathematical skills to be successful in credit bearing courses. Attempting to meet these goals, MA06—PreAlgebra and Algebra I, a combination of MA01 and MA07, was developed. Qualified students would be able to complete MA06 in one semester

In the spring 1996 semester faculty members, while attending the New York State Mathematics Association of Two Year College's (NYSMATYC) conference, discovered a product entitled *Interactive Mathematics*. This multimedia software and accompanying books could be used in teaching MA07, MA27—Algebra II, and MA61—College Algebra with Trigonometry courses. The Mathematics Department formed a college-wide faculty committee and an administrative group was charged by the Academic Vice President to investigate the use of this product in delivering MA01, MA07, and MA27 course material

Investigation

The faculty committee visited a local college where *Interactive Mathematics* was being used and discussed the product with their colleagues. The Committee met during the summer of 1996 to draft a method to use this software in developmental mathematics courses initially to promote a seamless approach to these courses. The Committee decided that a completely new approach must be devised. A classroom that contains multimedia computer technology for the student, collaborative workspace for the learner and instructor, and a mediated-learning approach to be incorporated by the teachers was envisioned. They agreed that a learner-centered environment is what was needed! The administrative group encouraged the faculty to pursue a NSF grant to fund the build of three mediated-learning classrooms with an eye on matching funding from SCCC.

Developing the Plan

The faculty committee proposed that the mathematics mediated-learning approach would need a LAN, a room with thirty multimedia pentium clients, a collaborative work area, a ceiling mounted multimedia projection system, software licenses, furniture, and require faculty members present for each class meeting.

A financial model was created that was used to explore the impact of funding this project. The model revealed that if a 7% increase in retention occurs through a mediated-learning in MA01 and MA07, SCCC could realize, over a three-year period, additional revenue to financially support the project. Furthermore, the President, along with the Vice Presidents for Planning and for Academic Affairs requested that an outcomes model be designed to measure student retention rates, graduation rates, and mathematics achievement levels for those students using a mediated learning approach as compared to the traditional class approach that students follow at SCCC throughout the project.

Preparing the Funding Rationale

The faculty effort in pursuing NSF funding was not successful but enabled them to solidify their ideas through the grant development process. Through a series of two smaller VATEA grants, the faculty were able to participate in a mentor development project employing *Interactive Mathematics*. These projects entitled MathStar I & II, began the acquisition of faculty multimedia computers, faculty training in learner-centered technology-based activities, and the formation of mentor relationships. Faculty went through a series workshop ranging from *Learning Windows95, Selecting Mathematics Software,* and *Developing a HomePage,* to *What it Takes to Mentor,* and *Successful Learner-Centered Modalities.* During academic year 1996-97 faculty and students reviewed the *Interactive Mathematics* product. SCCC partnered with a software developer to create materials for MA01 and visited several community college sites that used *Interactive Mathematics* extensively. Furthermore, the mathematics mediated-learning project became part of the College's new initiative proposal for academic year1997-98 and was considered as a venture capital project. A series of presentations was made to Suffolk County officials to familiarize them with the mathematics mediated-learning concept as a cutting-edge initiative and an investment in developmental mathematics teaching. In June 1997, the County approved $325,OO for the Mathematics Mediated-Learning new initiative project for academic year 1997-98.

Preparing the Faculty and the Facilities

Through the help of a Mathematics Mediated-Learning Committee-at-Large (Vice President of Academic Affairs, Executive Deans, Deans of Faculty, Area/Divisional Deans, Department Head of Mathematics, Mathematics Faculty, and Academic Systems Inc.) within a seven-month period (July 1, 1997—January 1998) the stage was set to begin teaching MA01, MA07, and MA27 using this approach. Job descriptions for the professional assistants were developed. Two three-day faculty-training sessions were held with over 110 faculty attending and over 70 completing the training. New initial rosters were developed containing student's mathematics placement and achievement information. New final grade reports were created and College software was altered to handle the reporting of the grades. Student Advisement software needed to be altered to reflect the seamless approach being taken. Counselors were trained on the meaning of the new approach in mathematics.

Designing the Outcome Assessment Tools

Three quasi-experimental studies are proposed which will lend support for the differential effects of Mediated Learning (ML) courses in Interactive Mathematics versus the regular Developmental Math courses on basic arithmetic and algebra skills of two year community college students. Study I will use a regression-discontinuity design to test the effects of the ML arithmetic and algebra course and the corresponding regular developmental course. Possible *mortality* bias will be ruled out in Study 2 using a nonequivalent control group design. The covariates to be addressed will include measures of skill and motivation and demographic variables. Study 3 will use a pre-test/post-test design to assess the effectiveness of the two instructional approaches on improving arithmetic and algebra skills. These results will form a critical multiplism indicating a differential overall effect for the type of developmental program should one exist.

Service Learning in the Health Sciences

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Aside from the community service assignments required by national accrediting bodies, Tidewater Community College in Virginia Beach, Virginia in 1998 initiated service learning projects within several Health Science Technology programs. This initiative, funded in part by a two year grant from the American Association of Community Colleges (AACC), focused as a first step on the professional development of faculty fellows who were assisted by students receiving mentorships from the office of the Dean of Instruction and Student Services.

Faculty from Respiratory Therapy and Dietetics took the lead to meet regularly, develop course outlines and direct the research tasks of proteges. These professors attended AACC training programs and called upon a seasoned staff in Washington, DC, for help as the need arose. At the end of the fellows segment of the effort, faculty showcased the subsequent student involvement at poster sessions held during fall orientation. Participants learned the basics of service learning and secured the materials that instructors developed.

Specific first year projects included support for sleep apnea patients and the development of nutrition education materials for African-American women in an inner-city Women, Infants and Children (WIC) program. Students in the former project studied the disease process associated with sleep apnea and the comfortable use of breathing masks. Regular telephone follow-ups with this at-risk population pinpointed comfort problems. Early intervention reduced the incidence of non-compliance with the established treatment plan.

Dietetics students focused on the major nutrients contained in WIC foods. Utilizing a cultural approach to low literacy educational materials, these learners developed African-American cookbooks utilizing approved foods.

Other faculty joined the efforts soon thereafter. For instance, students in the Occupational Therapy Assistant Program (OTA) collaborated with instructors to design a day program providing empathetic experiences for the parents of children with Multiple Sclerosis. This program took place at the Norfolk Zoo and assisted children who were ready to open a dialogue about their concerns regarding their parents' illness. Students in turn, learned about the disease process, the mechanics of group work and the relational styles of a wide age range of children.

Mentoring of other Health Science Technologies faculty continues this year. Faculty in the Physical Therapy Assistant (PTA) program explore community based, discipline-specific sites and the need for student helpers. More Dietetics options focus on service learning in soup kitchens, Meals-on-Wheels settings, food pantries and homeless shelters. In these situations students see first hand the nutritional, economic, and social factors associated with hunger in their own communities.

Respiratory Therapy Assistant (RTA) students currently work with low-income, minority, elementary school students who have asthma, providing these children with an educational program designed to minimize exacerbation of their condition.

Aside from learning about this pediatric lung disease, RTA students experience the special challenges and provider issues associated with healthcare for the poor.

All instructors at Tidewater Community College who utilize the service learning approach spend time encouraging students to record experiences in personal journals and work diligently to explore students' reflections on what they are learning.

Camp "Of Course You Can!"—A Student Success Program

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Tomball College was concerned about the low success rate for certain populations. We identified the students we wished to target. Proactively, we included students with a GED, those returning to school after an extended layoff and those needing two or more developmental studies. Reactively, we included students on probation and suspension. The success and retention rate of these populations was a source of concern to Tomball College.

A program was developed to address the needs of these students. Meeting Monday through Friday from 9 am to noon the week before classes started, sessions were developed to foster skills necessary for college success. The sessions were named creatively. Some examples are:

- Too Much Month at the End of the Money (finances)
- Dear John (writing tips)
- See Spot Run, Part XIII, (reading tips)
- Calgon, Take Me Away, (time/stress management and goal setting)
- The Instructor Said What? (note taking hints)
- Wall Street in Tomball (money management)
- A++++++ (test taking hints)

In addition, a manual was developed for each student to emphasize the skills necessary for success in college. The manual also includes a section on Job Search Strategies and another on Inspiration to be used when needed.

Each day of Camp begins with a "Been There Done That" session in which someone with similar struggles to the students tells their success story. These sessions make a huge impact on the students. Recently we have included former Campers in these testimonials.

Every session ends with a challenge for the students. The first day is a treasure hunt that has students exploring campus to find various "treasures". This familiarizes the students with campus resources and eliminates another barrier to success. Other challenges focus on math, reading, or writing skills. The challenges are fun and the students look forward to them. Campers have started to bring in ideas for future challenges.

Sessions are led by various Tomball College personnel. By the end of the week, Campers have met 20 or so people on campus who care about them, another factor in student success. These people are not paid for leading these sessions, thus we can honestly say the instructors are there because they want to be and not because of money.

Research shows that a student who is involved in college is more successful so we created the "payment options" for Camp. Students can pay $200 or commit 20 hours of service time (we stress that their time is worth $10 an hour to us). Service hour options are leadership opportunities. Students host events with high school students on campus, or job fair, or college night. One student interested in the theatre ran a spotlight for a production. Another student was quite talented musically and played piano for various receptions on campus. Another helped our outdoor learning professor plan and conduct trips for his classes. Both instructor and Camper benefited from these service hours.

The results have been extremely positive. So far we have had only 2 students not complete the following fall semester. One student was terminally ill and the other was a non-traditional student whose husband was transferred. She was to continue her education in her new location. Our 1997 probation students earned a 3.01 and the overall average was 2.79. The 1999 Campers had a collective grade point average of 2.83.

We feel the formula works and are very pleased with our results. The service hour option has had a very positive impact on our students. They take ownership in their school and pride in their schoolwork! This program can be, and has been, successfully duplicated at other institutions.

The Tomball College Mission statement includes:

> *"Our mission is to provide accessible, quality, life-long learning opportunities and to prepare learners to meet the challenges in a global and technological society. We enable learners to recognize and enhance their dignity and capability. We create a climate conducive to personal and educational enrichment and renewal."*

The Board of Trustees feels the Camp program helps meet the goals of the mission statement As we increase the use of technology in Student Services, we need to keep in mind that a portion of our students need the inclusion of the human element to be successful. We work hard to build an environment in which the students can foster a learning community where they can learn and help support the learning of their fellow students. Our Board feels that students who can early identify with college personnel who care about them will have a better chance to achieve their goals. They feel the Camp program helps build that successful learning community.

Undergraduate Center Synchronous/Asynchronous Interdisciplinary Net Courses

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Unique and Innovative

There are three Undergraduate Center (UC) Net courses: PHL103 (Ethics), SPE130 (Introduction to Theater) and SOC100 (Introduction to Sociology). Two things make the UC Net courses at Triton College innovative.

1. The courses have both "on-line" (asynchronous) and "live" (synchronous) students registered for them, studying the same things at the same time. Although on-line students don't have to come to campus, the UC Net classes are unique in that each on-line student has a group of on-campus students as classmates. If they want, the on-line students *can* attend class with their classmates in a regularly scheduled class any time. They can attend class discussions, hear interdisciplinary lectures, go on fieldtrips, and participate in in-class exercises, etc., with their combined on-campus classmates. The on-campus classes are WebCT Enhanced. On-campus students can do a part of their semester's work over the web, which can be especially helpful if someone misses more than a couple days of class. Both "on-line" and "live" students participate in on-line discussions, so even on-line learners who do not attend any on-campus class sessions "meet" and collaborate with their campus-based classmates! We want both "live" and "on-line" students to get the best of both worlds.

2. The UC courses (campus and net) are interdisciplinary courses. The material in each course is "connected" to material in the other two courses. The coordinated schedules and "units" in all three classes focus on similar themes, and some assignments are used in more than one class. Team-teaching regularly occurs in the campus-based classes. The net classes mirror this interdisciplinary aspect. There are seamless links among the web courses technically (with a mouse-click, on-line learners in one course may enter the other courses) and materially. For example, students studying *Oedipus Rex* in the Theater course "click into" the Ethics course for a supplemental lesson in Aristotle and Character prepared and used by the philosophy instructor and into the Sociology course for a lesson in kingship. The same instructors team-teach and guest lecture in each other's net courses. This interdisciplinary approach enriches each course, makes the classes more interesting and provides a more exciting way for students to learn.

Indications Of Success

One of our goals in this initiative is to enrich the content of each course with connections to the other courses. In the fall 99 semester, the UC Net courses were offered (on a "shakedown cruise") in a 100% asynchronous format. Faculty coordinated, integrated, tested, and strengthened links among the on-line interdisciplinary components.

Currently in spring 2000, the initiative is offered in the fully integrated asynchronous/ synchronous format described above. Our goals include building community between on-line and on-campus learners by connecting on-line students to the campus experience and on-campus students to technology-mediated instruction and resources. Already 100% of our on-campus students have been "into" the net classes to utilize resources (such as on-line libraries and interactive-readings, take quizzes, and do exercises). Soon they will be participating in guided asynchronous and real time discussions with their on-line classmates. Already, sixty-percent of our on-line students have "visited" the on-campus classes to participate in discussions. Another goal is to strengthen retention of both on-line and on-campus students. Giving on-line learners a greater connection to the on-campus community and the opportunity to access face-to-face support and interaction and giving on-campus learners the opportunity to repeat, review or make-up past work in an on-line context supports this goal.

Another goal is improved retention between terms. Because students already have excellent familiarity with the structure, content, and instructor in at least two other on-line courses, there is increased likelihood that students will opt to enroll in other UC on-line courses after the first. This is particularly important to the institution because so many schools offer individual on-campus classes that compete or are as easily taken through those schools' on-line courses. The interdisciplinary approach of the UC classes increases the appeal of the other UC classes.

Potential For Adoption/Adaptation By Other Institutions

Beyond the enhancement of course content and student learning, support and retention, this initiative offers institutions intriguing added value. Blending on-campus and off-campus students in a single class can be a boon to low-enrollment courses. Making boundaries between on-line and on-campus learning and learners more transparent affords students unprecedented flexibility in when and how they learn. Collaboration in course development and execution affords faculty support in working with technology and venturing into the world of cyber-teaching and learning.

This synchronous/asynchronous teaching-learning initiative can be adapted by other institutions. One aspect of this initiative is the inclusion and integration of on-line and on-campus students in a single class. This has been achieved in the UC Net and on-campus classes by setting aside five seats in 25-seat capacity courses for net students. The five seats are assigned a related but distinct section number. See illustration below (9 sections of 3 courses with 45 web learners).

Course Number	Delivery	Course Title
PHL 103191	Net and classroom	Ethics
PHL 103192	Net and classroom	Ethics
PHL 103193	Net and classroom	Ethics
SOC 100191	Net and classroom	Intro. to Sociology
SOC 100192	Net and classroom	Intro. to Sociology
SOC 100193	Net and classroom	Intro. to Sociology

SPE 130191	Net and classroom	Intro. to Theater
SPE 130192	Net and classroom	Intro. to Theater
SPE 130193	Net and classroom	Intro. to Theater

A more challenging aspect of this initiative is the coordination of coursework, making the course content interdisciplinary, and team-teaching. The UC program at Triton has a long-standing (25 years) interdisciplinary format. The fundamental understanding of the interdisciplinary technique was already present and the foundations of combined contents and team-teaching were already there. Interdisciplinary teaching is never easy; the danger is that it becomes "Mr. Potato Head Education"—an ear from here, a nose from there, all stuck on in crazy places! But some level of collaborative depth and structure in curriculum may be attained by strategies modeled in the UC Net classes such as having a shared on-line library of whole texts, articles and lectures to which the narratives in each course can link.

SECTION III

EXEMPLARY INITIATIVES IN DEVELOPMENTAL EDUCATION

PROGRAM AWARD WINNER

Success Portfolio

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The Adult Basic/Secondary Education programs at John A. Logan College provide family and one-to-one literacy assistance, Adult Basic Education (ABE), Pre-General Education Development (pre-GED), GED Preparation, alternative high school credit, Work Keys preparation, short-term training, and job skills preparation. Upon entering our program, most adults have inadequate experience with goal setting and career decision making. Many have limited faith in their abilities to complete a secondary education, much less postsecondary education or training for a career. In order to assist the adult learner in working toward successful education and career goals, the Adult Basic/Secondary Education department of John A. Logan College utilizes a "Success Portfolio" with all enrolled adult students. The Success Portfolio is a culmination of years of development by staff and adult students. It includes four distinct parts that work together. The four parts are: Discovering Yourself, Goal Planner, Career Development, and Good Works. All work is kept in a three-hole, pocketed folder. The booklet is intended to be a tool that provides a step-by-step process to help students plan and realize success both personally and professionally. By learning to set short and long-term goals, the Success Portfolio enables the adult learner to be more successful at school, home, and the work place.

Many adult learners have limited opportunities to explore personal interests and abilities. In the Discovering Yourself section, the adult learner creates a profile of interests, values, and skills. It includes a Learning Styles Inventory, Personal Values Skills Survey, computer career development instruments such as BRIDGE, and Writing Warm Ups concerning each of the self- discovery areas. By discovering how they learn best, students can begin to improve the ways they study to reflect that self-knowledge. All elements work toward self and career discovery for each individual learner and are kept in the portfolio for reference throughout the semester.

In the Goal Planner section of the portfolio the adult student learns how to set realistic goals and mark individual progress toward attaining those goals. Goal sheets mimic a day planner with room for instructor comments. Each week the learner works on personal and academic goals. Space is provided for the learner to write about obstacles to success that may be impeding their progress; then the instructor and student work on ways of overcoming the barriers to success. The learner documents daily progress and steps toward long-term goals as well. Instructor comments are written to be encouraging of the goal setting process and the student's efforts toward self-discovery, career awareness, and goal attainment.

In the third section, Career Development, the learner focuses on selecting a career that best fits his interests and skills. In addition, the learner discovers available training opportunities to aid in achieving a chosen career goal. As part of this section, each learner develops a resume, writes cover letters and thank you notes, develops data sheets to aid in completing applications, and practices interviewing. Each goal page also includes a Job Readiness Check List where the adult notes progress made toward discovering career areas of interest. HORIZONS software, the COPS Interest Inventory, the Occupational Outlook Handbook, and hundreds of career books are utilized at this point for further career development. ACT Work Keys instruction is also available for adults interested in taking the Work Keys exam required by several area employers. By the time the adult learner has completed the Career Development section of the Success Portfolio, he/she has developed a plan of action for obtaining a job within a chosen career area.

In the fourth part of the Success Portfolio, Good Works, the learner keeps samples of work which showcase knowledge and skills acquired during the time spent in the classroom. Sample resumes and a disk containing resume information are kept in the portfolio. After several weeks, the Success Portfolio is a record of academic and career development which the learner has developed. The adult learner leaves the program with the Success Portfolio folder and samples of Good Works, while leaving chosen parts for evidence of progress in their permanent file.

The Success Portfolio requires a program-wide commitment. Training and close communication with instructors is an integral part of the plan. ABE/ASE counselors act as career mentors, often arranging job shadowing experiences for the learners. Visits to the campus Illinois Employment and Training Center (IETC) enhance the ability of the learner to access Illinois Department of Employment Security job postings. Coordination with the Center for Business and Industry keeps staff appraised of new job opportunities and available training. The entire department acts as a team dedicated to helping adult learners maximize their potential with The Success Portfolio at the heart of the process.

The Success Portfolio engages five hundred adult learners per year in its various components. Its success can be documented in the hundreds of completed portfolios and sample resumes that fill student files. Students relate that fear of the employment process is lessened with the practice given. Adult learners have expressed gratitude at having a completed career portfolio to take with them to job interviews. Adults return frequently to print additional resumes and ask specific questions about possible employment opportunities. If learners complete the GED before they have a polished resume, they return and utilize the assistance of counselors in order to complete their resume.

The Success Portfolio can be easily replicated in any learning environment. Parts of the process can be implemented in a small group environment or the entire portfolio can be accomplished on an individual basis. Folders of any type can be used to hold student work and the pages can be copied on any copier. The materials are not copyrighted and can be edited to meet specific needs of a program. Hard copies and diskettes may be obtained upon request. Training materials, which have been developed, for the Success Portfolio, will be sent to any program upon request as well. The Success Portfolio provides a systematic approach to career development and employment at very little cost.

HONORABLE MENTION

Bridging Learning Support Students to Academic Programs: Bridges to Algebra

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The *Bridges to Algebra* program was developed to bridge student gaps in actual mathematical skills and the skills required to successfully pass the first course in the college's mathematics learning support series. This series of seminars, known as *Bridges to Algebra*, began out of a concern brought by faculty members in the fall of 1998. Because of a mutual concern, and because of the administrative ability to respond quickly, the Center for Continuing & Corporate Education was invited to join the mathematics faculty in examining ways to address this student need. Concerns included supporting students who would be lost, mathematically, due to a combination of weak skills and due to the college's necessary restructuring of the curriculum around the semester system. This restructuring had eliminated some fundamental topics from the college learning support curriculum, making them prerequisites for the mathematics student.

The mathematics faculty and the Center were able to form a successful partnership in their joint development of the *Bridges to Algebra* series. In return for administrative structure and support, the faculty offered to teach a guided series of mathematics seminars for no salary, in order to build a seed fund for this worthy, but unbudgeted project. Students were charged a minimum fee ($35) and the college accounting department developed a pass-through account so that the program could be self-supporting. Then, the faculty developed a curriculum for each seminar, constructed a mailing list of students who had dropped the first learning support math course, and oversaw the labeling of the marketing brochures. They also coordinated the scheduling of rooms and the donation of a class set of appropriate textbooks. The Center staff provided the design and printing of the advertising brochure in 2 formats (mailer and poster), posted the brochure to the website (including pdf form), provided all printing monies for the student materials, and provided postage funds for first-class mailing.

The participating faculty took great care in ensuring a collaborative effort for creating the curriculum for the seminars. Through an e-mail list, input was solicited across the four campuses and one center of the college. Out of this dialogue, the seminars were developed to include study skills, basic arithmetic, factoring, arithmetic of signed numbers, and linear equations, as well as other topics. Georgia Perimeter College faculty members are involved with both the learning support student as well as with the academically prepared student. Due to this intimate involvement, those faculty members participating in the *Bridges to Algebra* program were able to modify and customize the seminar content to appropriately fit the needs of the students. One particular example was a midcourse adjustment to accommodate the need for supplemental efforts on dosage calculations for the Nursing students.

Bridges to Algebra was taught in fall 1998, spring 1999, and in fall 1999 with 3 sections delivered across two campuses and with the level of cooperation as described above. Approximately fifteen faculty members participated in delivering the seminars, and received a certificate of participation from the Center in recognition of this fact. Student response was quite favorable and the students especially expressed the strength in receiving such personal, customized attention from a series of veteran faculty members.

For spring 2000, the seed fund is sufficiently high so that one faculty member can be retained for each section of the *Bridges* seminars. Thus, scheduling will be simplified and the faculty can continue to focus on meshing the curriculum of the *Bridges to Algebra* series to the curriculum in the Learning Support courses. Also, this structure will allow more statistical assessment for those students who do bridge into the college's academic programs. In fact, future plans for the program include monitoring the success of these students as they progress through the Learning Support courses. Faculty and administrative support remain high, as the *Bridges to Algebra* series offers the student the ability to be given a structure within which to overcome their weaknesses in mathematics. The program offers the faculty the opportunity to have a front line approach in assisting learning support students in becoming successful in their academic preparedness, thereby enabling them to be retained in the college academic programs.

HONORABLE MENTION

Integrated Studies Communities: Supporting the At-Risk Student

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In recognition of the multiple learning styles and diverse backgrounds of its students as well as in response to the needs of the employers of its graduates, Parkland College established a multi-level, multi-discipline group of learning communities in the spring of 1997. The targeted audience for the pilot community was the students identified as academically underprepared by Parkland's assessment tests. From its initial modest start, the concept of learning communities at Parkland has grown, and its students have thrived. The persistence rate of students enrolled in learning communities is encouraging, the increase in their skill levels is impressive, and the camaraderie among students and staff is exceptional.

The learning communities at Parkland, called Integrated Studies Communities, or ISC's, offer 3 ports of entry for underprepared students. The first level of entry, ISC I, known on campus as the Transition Class (and in existence prior to the establishment of ISCs), offers students free, non-college-credit, non-graded transition to college classes. This community provides a supportive, low-risk learning environment for the least confident, most uncertain student. In this setting, students learn about the expectations and demands of college while brushing up on math, English, and reading.

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The Integrated Studies Communities II and III are unique in that they offer students who test into pre-college level classes the opportunity to earn some college credit while addressing their skill deficiencies in an intense, learner-centered environment. Enthusiastic, creative, and compassionate faculty are recruited for these communities; the curricula are integrated and the courses are team-taught. Integrated Studies Community (ISC) II is a package of 4 courses with 6 hours of transfer credit (Orientation 101 and Speech 101) and 6 hours of developmental credit (Writing Skills Review and Critical Comprehension Skills or CCS). The transfer courses are an attractive incentive, for they would not be an option for students at this skill level in the traditional system. Each ISC instructor is responsible for his or her own course, but is equally committed to collaborating on the integration of the content and presentation of the curriculum.

Integrated Studies III is a package of 3 courses (Psychology 101,Writing Skills Review, Critical Comprehension Skills) carrying 4 hours of transfer credit. Based on the same learning community model and holistic philosophy as ISC I and II, this community is somewhat more structured that ISC II, in order to help students make the transition to a full load of college-level classes.

A comprehensive evaluation of the Integrated Studies Communities has accompanied this program's development and implementation from the beginning. The primary focus of the evaluation is a comparison of the students in ISC with similar students from regular classes to determine if the learning community model did indeed make a difference for students considered academically at-risk. A combination of standardized measures, observations, surveys, and interviews was used. The data have been impressive. Some of the measurable observations:

- Students from ISC II and III tend to earn more credit hours than their comparison groups in the regular curriculum
- Students who completed the ISC tend to earn higher grades than their comparison group
- Rates of attendance were high for both ISC II and III : 86-90 per cent (fall 1998)
- ISC students tend to have higher completion rates in their developmental courses that enrollees in the regular curriculum and comparable completion rates in ORN 101.
- Eighty-three per cent of fall 1998 ISC enrollees were enrolled at Parkland as of the 10th day of spring 1999. This is a higher persistence rate than students from fall CCS 098 classes (69.6%), CCS 099 (78.3%), or ORN 101 (79%). The fall-to-fall and spring-to-spring persistence rates are still significantly higher for ISC students.
- ISC II students show higher reading levels at the end of the semester than similar CCS 098 students in the regular curriculum

The ISC students were tracked when they entered the regular curriculum. Feedback from former ISC students shows that these students are motivated, more confident as students than they were before, and tend to interact frequently with their instructors.

These learning communities are, by definition, a part of the larger community of the campus. Neither the students nor instructors can be considered isolated. Because all the learning communities cross disciplines and require commitment and cooperation among departments, the ISC's are visible and the talented instructors are key people on campus. Most are actively involved in changing the way things are done in the classroom. The student-centered classroom is not a paradigm-shift for them; it is part of how they define themselves as teachers. The ISC's have made the faculty better members of the college community because the experience has changed most of them.

All those involved in creating and sustaining learning communities at Parkland acknowledge that it was no easy task. There were many factors and much planning involved in this successful venture. Colleges interested in creating and sustaining learning communities should consider the following elements:

- a target audience identified for the learning community
- supportive administrators willing to grant exception to policy and incentives to faculty for the community's development
- a coordinator to facilitate cohesive planning, development, and interface with key college systems
- talented faculty willing to collaborate and fully integrate their curriculum
- on-going evaluation which validates the time and energy this model of instruction demands

From our experience, all of the above were necessary for the development and implementation of successful learning communities.

Tutor Training to Promote Meaningful Learning

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Research in science education at the College level has evidenced the effectiveness of peer tutoring in promoting meaningful learning among undergraduates. The interaction between the new and previous knowledge is essential for that learning which during instruction results in conceptual understanding. That need for conceptual understanding, assessed among our first-year biology students, has led to the development of a Biology Tutor Training Program (BTTP) at UPR-Bayamón. Tutors are junior and senior students enrolled in a one semester three-credit course (BIOL 3027—Teaching and Learning Techniques for Biology Tutors); this course was designed by biology professors who teach general biology and have a background in science education. The prerequisites for tutors are the approval of the general biology course (preferably with an A or B) and communication and metacognition capacities evidenced by interviews and recommendations of their former Biology professors. The supervised tutoring service serves as practice, after a 15-hour introduction to the related theory, and is part of the course evaluation. During the first part of the training, the educational methodology includes, besides conferences and discussions, simulations and role playing of tutoring sessions using video analysis. Support personnel (in charge of student services at our institution) sit in class sessions. The purpose of this class activity is to prepare tutor students for tutees' personal situation beyond the biology content and skills. To assist in the development of instructional materials, tutor-students receive computer-related tutoring from a senior computer science student. Basic computer literacy that allows the preparation of concepts maps, graphs, tables, test items, promotion sheets, and class presentations is expected.

One of the guiding principles of BTTP is that tutoring is effective if the benefits of the process are perceived by tutors and tutees. The training for tutors is a three-credit biology course (BIOL 3027) with a maximum enrollment of 10 students. This allows the professor to give them more personal attention. When the course is completed, students receive a certification as a tutor. The experience is an opportunity for college community service, teaching others (the outstanding form of learning) and preparation for, among other things, graduate studies entrance examinations.

Tutees are assigned to tutoring by their Biology professors depending on needs and on a voluntary basis. Tutors are allowed to sit in the professor's class sections thus improving tutor and teacher communication. Tutoring is offered at an auto-tutorial center (three students per tutor per one-hour session) or during lab periods where tutors work as assistants. Both types of tutoring sessions are designed with the professor in charge of the training, emphasizing the identification of difficulties and misconceptions through the use of concept mapping and exercises that require justification of answers, such as two-tier multiple choice items. Practice for problem solving and development of models is also considered. Creative opportunities (contests, debates, etc.) for test preparation are provided, allowing for the interaction of a large group of biology students, tutees and non-tutees, and the development of interpersonal skills. An example is the Biolympics, a competition supported by TEXACO of Puerto Rico, in which first-year biology students organize participants into groups of six members to be examined on the topics covered on the final test. They have to answer written exercises, which include the preparation of concept maps. This is a non-threatening opportunity to practice and review for that test and even observers benefit from the discussion of the exercises prepared by the tutors. To be part of the Biolympics winner team is a highly estimated accomplishment in our campus. Last December, the Biology Department celebrated its Fourth Biolympics with the participation of approximately 100 students. For tutors the organization of this competition is an activity that they are proud to include in their portfolio.

The benefits of this tutor training for our Department are related to its focus on detection and management of specific misconceptions and difficulties. This effort has and will continue to contribute to lower course withdrawals, raise achievement, and help in the efficient allocation of the Biology Department financial resources. With the opportunity for a more active and relevant teaching and learning process, first-year biology students are better prepared for advanced biology courses.

The program design incorporates the assessment of benefits at all levels. Tutor evaluation includes BIOL 3027 requirements (a content-related test in addition to a portfolio to illustrate the development of effective tutoring and computer-related skills) and their evaluation by tutees and class professors. In terms of tutees, the preparation of concept maps is part of their evaluation as are the midterm and final exams, which are departmental and designed on a conceptual understanding basis. Their course achievement is compared to that of other freshmen who did not receive tutoring. Their attitude toward biology is assessed at the beginning and at the end of the course. From the departmental point of view, the information gathered during program implementation is used for course revision, faculty training and development of assessment for diagnosis of the state of knowledge before and after instruction. It also serves to give follow-up to first-year biology students.

Project Connect: Stemming Freshman Attrition

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The overall goal of Berkshire Community College's *Project Connect* is to improve the academic performance and persistence of entering "at risk" students in higher education. Funded by a FIPSE grant, the project established a team of high school and BCC faculty in a collaborative initiative to address issues related to the "at risk" population. By joining the expertise of faculty from secondary and postsecondary institutions, the project provides a unique opportunity for faculty to work together in a sustained regional effort, eliminating the historical hierarchical barriers that exist between high school and college cultures. After identifying the characteristics and needs of "at risk" students, the collaborative team developed strategies to meet those needs and designed a program to increase the academic success and retention of these students. In August 1999 the faculty successfully piloted an intensive two-week transitional program for forty entering freshmen.

The objectives of the team included going beyond a program of discrete offerings of developmental reading, .writing, and math to develop a unique interdisciplinary program that would also forge social and educational connections. A thematic approach was used to link academic components through subject and writing across the curriculum. In Year 1 the theme was the environment, and Jonathan Harr's *A Civil Action* was the required text. All of the academic components were focused in some way on the social, economic, and environmental issues in the book, making the program a substantial, cohesive offering. These consisted of math, college-level reading, discussion, and writing about the book, computer offerings for all abilities, academic lectures, and activities on the environment, including a mock public hearing on a hypothetical environmental issue paralleling the Woburn case from *A Civil Action*.

Examples of innovation within program components include "Stop-Action" classrooms which teach study strategies in context by interrupting course lectures to help students recognize and respond to their learning experience in that moment. During a lecture on mercury poisoning in Minamata, Japan, for instance, the lecturer stopped, referred to a handout the students had read for homework, and introduced the SQ3R method of reading. At another point in the lecture, effective note taking was modeled. In math, faculty introduced math modeling to students *at all levels* and used data from Harr's book and other examples from science and engineering. Learning was hands-on. Students used Geometer's Sketchpad to fit various mathematical functions to the data and to answer questions about modeling and other mathematical concepts. Geometer's Sketchpad is a dynamic and interactive software that enables students to independently explore and analyze concepts. When students use Geometer's Sketchpad, they are able to construct figures and graphs and then transform and manipulate their constructions to investigated mathematical relationships. Most other software packages for this level of math don't have the dynamic capabilities that this program has.

The program also included yoga, self-advocacy and team building activities, substance abuse education, diversity awareness, and cultural events such as a lecturer from Shakespeare & Company and tickets to a staged performance. The project culminated with a visit by Mr. Harr in September 1999 to speak with *Project Connect* students and faculty.

Project Connect is intended to be replicated by other community colleges and is currently being considered by Northwestern Connecticut Community College. It is an orientation tool and a retention tool that can be adopted or adapted by other institutions. It does not need to be a summer offering. It could be a student success seminar, an interdisciplinary course, or serve as a learning community.

An early indication of success is that the program was deemed rich enough by the college's Educational Affairs Committee to carry three credits. Another indicator was the improvement in math scores when students retook the skills assessment in math at the end of the summer program. Almost all raised their initial scores, some significantly.

Evaluation results for the first year have been more positive than originally projected. Of the program completers, ninety percent (90%) were retained between the fall and spring semesters as compared to a seventy-six percent (76%)

persistence rate for the students who are part of the established "at risk" cohort group. Clearly, the program has been successful in stemming freshman attrition. Ninety-two percent (92%) of the students surveyed by the external evaluators felt *Project Connect* had been "a good program" for them, and eighty-five percent (85%) would recommend the program to others. Students said the program gave them the opportunity to "make close friends" so that first-day fear was defused because they saw familiar faces. They also felt "connected" to the College. They knew their way around campus and were familiar with services, faculty, and staff. Faculty surveyed spoke of the benefit and enjoyment of the collaboration and being part of a project viewed as innovative and creative. BCC's President is committed to institutionalizing the program and is currently seeking funding for endowment.

A second summer program will be offered for an expanded number of incoming students this August.

Jaffe Educational Development Institute: Jump Start

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In January of 1999, Bristol Community College received a grant from the Jaffe Foundation to assist disadvantaged students in need of developmental courses. Concerned that students who are required to enroll in developmental courses are delayed in achieving their goals, the Jaffe Foundation challenged the College to provide these students with a program that would get them back on track. The College responded with the *Jump Start '99* summer program.

Jump Start '99 provided students the option to complete up to seven developmental credits in an intense, five-week summer session. Course offerings included Basic Writing, College Reading and Learning Strategies, Introductory Algebra, and Arithmetic Review. In addition to the developmental classes, *Jump Start* provided a college success seminar, tutoring, and advisement and registration for the fall semester. A key feature in scheduling the classes was the decision to allow students to register for Basic Writing and College Reading or Introductory Algebra, but not to allow students who were required to take College Reading to also enroll in the Algebra class. This prevented students with poor reading skills from tackling the highly abstract content of the Algebra course before their reading skills were developed to an adequate level.

The college success seminar included one of the more unique features of the program. To help prepare students to apply the skills they were learning in the developmental courses, three faculty teaching college level courses in the summer session each gave an introductory class session during a seminar meeting. Later that week, students visited each of the college level courses to observe first-hand a lecture class, practice note taking skills, and witness (and participate in) the classroom discussion.

The tutoring component of the program not only provided instructional support, but also helped students learn how to form their own study and support groups. Tutoring was offered in a lab setting and was incorporated into the seminars. There were non-instructional innovations as well. Students were eligible to apply for work-study positions available through the Financial Aid office, and book vouchers were also made available.

Twenty-seven students chosen to participate in the program registered for classes; however, five students withdrew before classes began and a sixth simply stopped attending. Among the twenty-one remaining students, there were four males and seventeen females. The average age of the students was 21. Fourteen of the students had recently completed high school, one had completed military service, three were referred by the Massachusetts Rehabilitation Commission, and three were clients of the Department of Transitional Assistance.

Students were allowed to enroll in a maximum of 7 credits; the average credit load was 4.9 credits. Course completion rates indicated that students were quite successful overall, with the exception of the Arithmetic Review class. For each class except Arithmetic, a greater percentage of *Jump Start* students passed than did students in the previous year.

The success rate is especially notable in College Reading, particularly given the intensive five-week format of the classes. In order to pass the class, students had to earn a C average on classwork, tests and quizzes, pass a final exam with a minimum of a C, and reach the criterion score on a standardized test. During 1998-99, about 62% of the students enrolled passed with an A, B, or C, compared to 87% of the *Jump Start* participants. Results for *Jump Start* are presented in the table which follows.

Success Rates of *Jump Start* Students

Course	Total Number Enrolled	Number Receiving A, B, C	Number Receiving D, F, I, W	Success Rate (Total Passing/ Total Enrolled)
Basic Writing	20	14	6	70%
Arithmetic Review	11	2	9	18%
Intro Algebra	9	6	3	67%
College Reading	15	13	2	87%

Likewise, the Introductory Algebra success rate was impressive; approximately 54% of students enrolled in academic year 98-99 passed the course with an A, B, or C, compared to 67% in the summer program. A similar pattern was noted for Basic Writing, which had a student success rate of 64% last year versus 70% for *Jump Start*. In contrast, in the Arithmetic Review class, the success rate was much lower than the 65% rate recorded last year. The Arithmetic Review was the only class scheduled on Friday, and this may have contributed to the high number of withdrawals (7 of the 11 students enrolled withdrew) which significantly lowered the success rate.

Students in *Jump Start* program were enthusiastic in their evaluations of the program. The overwhelming majority of students (90-100%) strongly agreed that program objectives were clear, their goals were realized, the learning environment was supportive, and the coordinator was helpful and easily accessible. Although the five week schedule was intense and prevented most students from working while they were enrolled in the program, all but one agreed that the schedule was convenient. More than half preferred a five week schedule to a six week schedule. Student reaction to the seminars was somewhat mixed, with a general consensus that the seminar did not need to be held daily, that it should be scheduled between class sessions, and additional topics should be included.

These suggestions have been incorporated in *Jump Start 2000*. The schedule has been modified so that the College Success Seminar occurs mid-morning, after the Writing class but before the Reading or Algebra classes. Students taking only one class will thus have more flexibility with regard to work and less "dead" time. Two seminar slots each week will be conducted as tutorial labs for each of the content courses. The Arithmetic Review class will meet twice each week after the Algebra class, with tutorial labs on the alternating days, instead of meeting on Friday. Publicity and recruitment efforts will also begin earlier in the spring.

The College is now monitoring *Jump Start* participants for ongoing progress. All twenty-one students who completed the program enrolled for fall '99 semester. The coordinator of the program recently reported that 17 students are enrolled full-time, 1 is part-time, and 3 withdrew following the fall semester. Only one student was referred to the College's Connections Center (an outreach and retention program) for poor academic performance, and all of the students are in good academic standing.

Perhaps one of the students summed up the program's benefits best of all. She chose to write about her *Jump Start* experience for an essay in her College Writing class this fall '99. She wrote, "...the way I thought about college is really the total opposite from how I see it now...My experience ... was great. I would recommend it to anyone. It was a great way to get ahead."

Addressing the Multiple Learning Styles Of Developmental Mathematics Students

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The Community College of Baltimore County is a single college, multi-campus institution located in suburban Maryland. The Developmental Mathematics program at the Essex campus (CCBC Essex) has evolved into a model of student success. Approximately 900 students are registered per semester, each with a unique background, set of skills, and attitude towards mathematics. The program is designed to determine the present needs of each individual student and the mode of instruction best matching that student's learning style. The strengths of the program include its flexibility of instructional method and scheduling as well as the additional resources available in terms of course materials and career counseling. Students complete the program upon mastering the skills needed for their subsequent mathematics course, not when the calendar indicates the end of a semester. Completion may take only a few weeks or more than one semester.

Two levels of mathematics are offered, Basic Mathematics and Introductory Algebra. Both courses are offered in an individualized, self-paced format. Introductory Algebra is also offered in an "instructor-paced" (lecture and group work) format for students best served by a more traditionally structured classroom experience. Approximately 55 sections of the courses are offered each semester.

Students select the mode of instruction, whether instructor-paced, self-paced with programmed texts, or computer self-paced.

The self-paced courses are taught in the Math Center, an area consisting of one large classroom, one computer classroom, and additional space for staff and a small library. At most times of the day, three self-paced sections of the course are offered at once, one of which is the computer self-paced section. The computer classroom was created in spring 1998, with funds from a competitive National Science Foundation Instrumentation and Laboratory Improvement (NSF-ILI) grant and matching funds from the college. This classroom is equipped with twenty student computers and one instructor/demonstration computer.

In the self-paced format, each student is given a series of diagnostic tests to determine the appropriate level of instruction. Students in the non-computer sections study primarily from programmed textbooks. Each chapter of the texts includes guided explanations, self-quizzes, and practice chapter tests. Essex faculty have authored additional chapters for the course. Students in the computer sections study primarily from interactive computer modules written using Macromedia Authorware by CCBC Essex faculty member J. William Beck as part the NSF-ILI project. The modules are designed to allow the flexibility to complete work at the appropriate pace and depth. Each module includes a demonstration, an interactive tutorial, and a large selection of practice problems. A sample is available at http://www.mathsoftware.com.

In addition to the computer modules or programmed texts, many other resources are available for student use. The Mathematics Department faculty have produced numerous videotapes corresponding to the text and computer modules. Many students benefit from the visual and auditory nature of these tapes. Faculty have also developed scores of supplementary worksheets to provide additional explanation and drill. Students may use all resources either during their scheduled class time or outside of class. All videos are available at the library for all students to check out. Faculty in credit classes often refer students to the videos for review of a specific skill or to the library of texts housed in the Math Center library.

During many times of the day, student tutors assist in the classroom. The Developmental Mathematics Coordinator works closely with the campus Coordinator of Tutoring Services who schedules and initially trains these tutors. The Developmental Math Coordinator conducts additional training sessions to orient tutors to the special challenges of a self-paced environment. Each student tutor is assigned a full-time faculty mentor who is available to address any questions.

In order to help students succeed in courses beyond the developmental level, faculty counsel all students regarding their future plans. Instructors in all developmental mathematics courses collect information from each student regarding intended major, transfer, and career plans. The information is entered in a database containing information from ARTSYS, a Web site (http://artweb.usmd.edu) providing information about articulation of courses from two-year to four-year colleges in Maryland, transcript evaluation, and recommended transfer programs. A printout is generated for each student showing subsequent mathematics and science courses for a particular course of study. Faculty then suggest a multi-semester schedule which students follow to complete their mathematics requirements with the least delay.

In addition to the flexibility the program offers in terms of mode of instruction, options are available for scheduling. During the fall and spring semesters, developmental courses are offered in fourteen-week semesters and in seven-week intensive semesters. The Introductory Algebra course is offered during the three weeks prior to the fall semester as the "Pre-College Institute" (PCI). This option is intended primarily for recent high school graduates needing to strengthen their skills before attempting college level courses. PCI students learn about campus resources and assess their individual learning styles and study skills, as well as develop the mathematics skills necessary for their credit classes.

As part of its continued commitment to student learning options, the Developmental Mathematics faculty are preparing to offer the self-paced courses in other "flexible scheduling" options. One option involves students being able to select any combinations of hours, for a total of three hours per week. Another option allows flexible starting and ending dates for a "semester" (open entry/open exit). Students would be permitted to begin the course at any time, and attend the class according to their schedules, even if that schedule is eight hours a day.

Outcomes assessment is a part of the program, providing the opportunity for continuous program modification based on projects and faculty input. Studies have been performed to compare (a) success rates of developmental versus non-developmental students in subsequent math courses, (b) PCI versus non-PCI students in subsequent math courses, and (c) completion and retention rates for students in the computer versus non-computer sections, as part of the NSF-ILI evaluation. Currently, an outcomes assessment project is being conducted for the lecture-format Introductory Algebra course.

Early Assessment

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According to the SREB Director of Educational Policies, it is a responsibility of all of higher education—and particularly developmental education—to forge closer connections with the public school system to prepare students for the college and university system. In August 1998, the Learning Skills Center of Fairmont State College (the largest state college in West Virginia, with an enrollment in excess of six thousand) heeded this call by creating *Early Assessment*, a program which helps high schools identify their students who are at risk for enrolling in college as developmental students.

The goal of Fairmont State College's *Early Assessment* program is to inform students and teachers of the State College System mandates regarding minimum entrance criteria for English and math courses and to offer students an initial, risk-free, commitment-free college placement testing experience. The effort has been labor intensive but well worth it: in its first year and a half, *Early Assessment* has been linked to reduced enrollments in developmental skills math and English courses; enhanced recruitment efforts; and facilitation of general advising and registration periods.

The program's coordinator contacts math and English secondary teachers, their principals, superintendents, and county coordinators of the fourteen high schools in the tri-county area at the beginning of each secondary school semester, asking the schools to invite the college into their classrooms.

Upon invitation, the Coordinator visits high school senior English classrooms and delivers a presentation on essay writing skills, specific to the college's placement essay and its criteria. Students then write placement essays, which later are evaluated by the college's freshman writing assessment panel. All students are mailed individualized evaluation letters, which refer them to either a college-credit or a developmental skills composition course. These letters also detail students' writing strengths and weaknesses as they have been demonstrated in the placement essay. Teachers receive copies of that same correspondence to help guide their subsequent composition instruction. Students with satisfactory essays are ensured a college level English course if they choose to attend FSC; students whose initial essays do not meet the criteria are encouraged to use the detailed critique of their writing skills and to seek tutoring or some means of help to re-write registration, if they choose to attend FSC.

Upon invitation, the Coordinator also visits high school math classrooms (Algebra II and higher) to review the college's ACT/SAT pre-requisites, as well as the Table of Contents from the college's developmental algebra text and syllabi and course requirements from the college's introductory college-credit math courses.

Students then take the FSC math placement exam and fill out a brief survey, indicating their plans for college and their intended major. Students are mailed their test results, along with their projected math course placement and an item analysis, which details their errors. Students are informed also as to what developmental math classes they may be required to take—In addition to the college—credit math classes their major requires. Many students benefit from the item analysis in that it gives them feedback that they can readily apply to their math preparation.

Teachers are mailed the identical correspondence and item analyses to help guide subsequent classroom instruction or supplemental tutoring sessions. Again, senior students who are satisfied with their initial scores will not have to re-test at registration if they choose to attend FSC, and students who wish to re-test out of developmental algebra may attempt to do so and are encouraged to prepare using their individualized item analyses. For example, one student was reminded that he had problems with "dropping his negatives," and he then knew to double-check for such errors on his subsequent math placement exams.

Since its inception in September 1998, the *Early Assessment* program has served over 1300 students. Approximately 30% (227 of 764) of the first year participants are now enrolled as freshmen at FSC. Because *Early Assessment* obtained students' current addresses, the program was able to share current mailing lists with FSC recruiting officials, who also made follow-up contacts with these students.

These letters also prompted several phone calls to the Learning Skills Center from parents, many of whom did not attend college and were grateful that the college initiated contact about the testing and registration process. Many intelligent, yet less confident, students were given an opportunity to show that they were indeed "college material," and they were enthusiastic about getting such official notification.

In addition to providing "academic outreach" to our area's secondary schools, *Early Assessment* was, in part, responsible for reducing enrollments in our own developmental skills courses: 56 fewer students enrolled in developmental composition and 148 fewer students enrolled in developmental algebra in fall 1999 than in fall 1998. In addition, there were 63 fewer students required to write the placement essay during fall 1999 registration than the year before, thus alleviating congestion at the testing center and at advisors' stations.

Early Assessment has expanded its early testing services into adult education centers, vo-tech centers, and an alternative high school. Students are also invited through the press to attend evening testing sessions at the college. Early placement testing is now offered on both Campus Visitation Days so prospective students from around the country who are visiting the campus may also participate.

For students who want to attend FSC, participating in *Early Assessment* has no bad outcome: the math and English placement tests serve as either a prescription for the underprepared student or as an official placement for the prepared student. As one recent high school graduate said, "*Early Assessment* gave me a wake-up call and an opportunity to get ready." *Early Assessment* helps to identify the students who are at risk for—but not truly in need of—Fairmont State College's developmental skills services, and that helps our institution's Learning Skills Center devote its limited physical and human resources to the students who do truly need them.

College Skills: A New Model For Student Success

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The focus of Florence-Darlington Technical College is to ensure that all students experience academic success. In order for this goal to be achievable, a study skills/college survival course was designed and implemented for students in our Transitional Studies department. Several of our own faculty and staff wrote the textbook that we use for this course, Roadways To Success. (A complete description of COLLEGE SKILLS: COL 103 follows)

Many different classroom strategies are used in COL 103 to enhance student involvement, student success, and student achievement. A few of the methods used to involve the students are: group discussions, oral presentations, peer tutoring, group teaching (a group of students are assigned a specific chapter in the textbook to teach to the class), debates on researched topics, round table discussions, and guest speakers. These techniques are used frequently in order to maintain student interest in the class. Individual instructors also create different approaches based on the needs of the class.

In addition, alternative delivery methods are used to further promote classroom success and interest. Various traditional methods are integrated with non-traditional means such as PowerPoint presentations, basic computer overview, and Internet training. We have found that if students do not have basic computer skills/knowledge then their academic achievements are somewhat difficult and limited. Thus, these techniques were incorporated into the program to meet the demands of technology in today's classroom and society.

However, for all of the. above to be highly successful, staff development and cohesion are the key. Each COL 103 instructor attends bi-weekly meetings to discuss classroom issues, training on up-coming projects and assignments, sharing of ideas, and any other matters that need to be addressed. Such staff training may include PowerPoint, Internet, Windows, and other multimedia methods that may be incorporated into the classroom. During meetings instructors are encouraged to make suggestions on how to make the course more intriguing for the students and instructors. We feel that the input from the staff helps fine-tune the program and gives ownership to the individual instructor.

In conclusion, enhancing student learning is a positive issue that creates an intriguing academic environment for both the students and teacher. Our accomplishments with classroom strategies, alternative delivery methods, and staff development have increased the success and attitude of our students in more than just academics. We have seen self-esteem, determination, and motivation magnify in a positive direction. Thus, student retention is on the rise!

COL 103: College Skills

COURSE DESCRIPTION: This course explores the principles, methods, and human thought and learning, including such topics as attention, information processing, problem solving, hypothesis testing, memory, argumentation, time management, learning theory, and cognitive awareness.

COURSE OBJECTIVE: It is the objective of COL 103 to give students training and experience in self-awareness, study skills, note taking skills, interpersonal communication, time management, and cultural understanding.

COURSE COMPETENCIES:
At the end of the semester, the student will be able to:

1. Identify reasons for college attendance
2. Write short and long term goals
3. Identify a personal value system
4. Organize a notebook system
5. Identify and use individual learning styles
6. Complete a study schedule
7. Use the SQ3R study method
8. Identify and use various study techniques
9. Use a time management system
10. Use effective listening techniques
11. Identify and use a note taking system
12. Effectively use the tips for test taking
13. Create a Career Portfolio
14. Identify and use appropriate non-verbal communication
15. Identify and understand the system of culture
16. Complete the Extended Diversity Project

INSTRUCTIONAL METHODOLOGY:
This course will combine a variety of techniques to include lecture, group discussion, individualized instruction, videotapes, communication exercises, oral presentations, and peer tutoring.

PROJECTS/ASSIGNMENTS:

1. Mini-Versity
2. Time Management Log
3. Career Portfolio/Resume
4. Cultural Diversity Project
5. Internet Article Review
6. Note Taking Assignment

Developmental Education: New Models For Student Success
Integrated Developmental Reading and Writing Courses

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Prior to 1996, Halifax Community College faced the same problems with developmental writing and reading courses many other institutions face: namely, students were not retained at an acceptable level, satisfaction rates were low, and the repeater lists for these courses were long. In a quest to address this dilemma, HCC agreed to a pilot project enacted by one of its developmental instructors who was fulfilling the practicum requirements for the Kellogg Institute for the Certification of Developmental Educators. In this particular practicum, the instructors initiated an integrated reading and writing developmental course that combined the competencies of both of the highest levels developmental courses. This compilation included procuring reading and writing materials that fit the requirements of both courses, and redesigning the integrated course. Next, the instructors decided how to evaluate the new course and what criteria would be used to compare the students taking this course to the students enrolled in the two courses separately. The instructors determined that examining data on: (1) Student Success Rates, (2) Student Failure Rates, (3) Student Satisfaction, and (4) Readiness of developmental students in their subsequent English courses would provide sufficient comparison. Student results in these areas were tabulated and the developmental staff found that students in the integrated class had an average final grade point of 3.2, while students taking the courses separately had average grade points of 1.5 in English and 2.3 in reading. Failure rates for the courses showed only 8% of students in the integrated course failed, while almost 30% failed in the English course and less than 15% failed the reading course. Students were asked to assess their satisfaction with the courses and on one question "My interest in the subject area has been stimulated by this course", 100% of the students in the integrated course strongly agreed, compared to 48% in the English course and 60% in the reading course. When asked to respond to "Taking this course was a good experience," 100% of the integrated students responded "strongly agree," while 42% of English students and 61% of reading students responded in kind. These students were also administered a blind essay by curriculum English faculty, and the students in the integrated course scored an average 2.4, while students taking the courses separately scored an average 2.1. Finally, students were tracked longitudinally into their subsequent English courses. Students in the integrated course averaged final grade points of 2.6 compared to the separated students who averaged final grades of less than 2.1.

As a result of this impressive data, HCC opted to offer the integrated reading and writing courses for the upper level developmental courses. However, this decision uncovered another problem: textbook selection. After a long and exhausting search process, the developmental reading and writing faculty could not find a text they felt successfully covered the lofty objectives they wanted to address in the class. Undaunted, the faculty decided to compile their own reading materials from various sources and design accompanying vocabulary and writing exercises. The result of this quest was the compilation of an integrated reading and writing textbook, which included collaboration from three other developmental faculties at nearby colleges. Funding for this project was procured from a State Reserve Board grant from the North Carolina Community Board System Office. Work on this project was completed summer of 1997, and HCC now publishes and uses *Reading and Writing: The Critical Connection* in all of its higher level integrated developmental reading and writing courses. This book incorporates many educational innovations such as small group work, peer editing, critical thinking techniques, and its reading materials include topics that students relate to easily while still offering challenges to their reading and thinking abilities.

HCC faculty have given several workshops and presentations on the use of this textbook and the concept of integrated developmental courses. Many colleges in North Carolina are either using the concept or are in the process of adopting the idea of integrated classes. Additionally, faculty here at HCC have been recognized for their innovations on the state and national levels.

Yet, in the long run, it is the HCC students who have benefited most directly from the use of integrated developmental course offerings. Integrated developmental courses are dynamic, engaging places here on our campus. Students are busy thinking, discussing, researching, evaluating, and learning. They become accustomed to reading materials from sources as diverse as Newsweek, The Wall Street Journal, and various forms of literature. They write about their own experiences and how these experiences are informed by their reading materials. In short, they are invited to join in the active debate of educational diversity.

Developmental Education—College Success Skills

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Ivy Tech State College (statewide enrollment 38,000) is a public, statewide, open-access, community-based, two-year technical college in Indiana. A large percentage of our students are high risk, those students defined by Jones and Watson (1990) as having a significant degree of negative risk in the educational environment, i.e., minorities, academically disadvantaged, students with disabilities, and students from a low socioeconomic background. Of these risk categories, academic preparedness is clearly an important factor affecting student persistence. In Region 2 of Ivy Tech State College, which includes campuses in South Bend, Warsaw, and Elkhart, (enrollment of 4200), 74% of the new degree-seeking students in fall 1996 needed at least one developmental class, indicating academic skill deficiencies in reading, writing, or mathematics.

The most academically disadvantaged students are those needing three or more developmental classes. To boost the retention of this group of students, Ivy Tech State College, South Bend, implemented a one-credit-hour College Orientation class in fall 1996. Statistics suggest that the class had a positive effect on the retention of students. In fall 1996, 105 new students needed three or more developmental classes, thus meeting the criteria for needing College Orientation. Seventy-two of these students enrolled in College Orientation and 33 did not. Of the 72 students needing and taking College Orientation in fall 1996, 43.4% returned in fall 1997. Of the 33 students who needed College Orientation and did not take it, only 17.6% returned in fall 1997.

Since there was a noticeable difference in the percentage of students retained who took College Orientation compared to those retained who did not take it, the course seemed to be effective by that measure. However, there were concerns that College Orientation did not focus enough on personal responsibility and study skills, and that the students were not learning much of what is necessary to be successful in college. Some students suggested that if the course were three credit hours, students might take the class more seriously. With the three-credit-hour format, there would be time to cover material in more depth, as well as to address other concerns, such as computer literacy.

Members of our Retention Committee reviewed the suggestions of faculty and students and created a College Success Skills class to be presented as three, one-credit-hour modules. This course was implemented in the fall semester 1998, and replaced the one-credit-hour College Orientation class. The curriculum is very similar to the courses researched by Glass and Garrett (1995). Module 1 includes test-taking, note-taking, reading, memory techniques, and stress/time management. Module 2 covers Internet research. Module 3 presents learning styles and deals with attitude and lifestyle changes that may enhance success in college. We use Stephen Covey's *7 Habits of Highly Effective People* as the textbook for Module 3.

Since College Orientation appears to have had a positive effect on retention, the administration has decided to make the College Success Skills classes mandatory, rather than optional as was previously the case, for students needing any developmental classes. Students needing three or more developmental classes will be required to take all three modules of College Success Skills. Students needing only two developmental classes will be required to take two modules; and students needing just one developmental class will be required to take one module of College Success Skills.

Currently we are conducting a study measuring the effect the modules have on student retention, using a cohort of approximately 130 students who took the College Success Skills modules in the fall semester 1998. We are comparing the retention rates of those students to the retention rates of students from fall semester 1996 and fall semester 1997, before the three one-credit-hour modules were implemented.

Retention of academically at-risk students is a concern at most institutions of higher learning today. At Ivy Tech's South Bend campus we are addressing this concern in part by offering an expanded, more customized, mandatory, and carefully studied College Success Skills curriculum than has previously been used. Our three-module approach is an innovation well-suited to our constituency. Neither Glass and Garrett (1995), nor Rice and Devore (1992), describe this type of course offering in their articles.

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Jefferson Davis Community College and Developmental Education: A Partnership for Student Success

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Jefferson Davis Community College (JDCC), located in rural south Alabama, has established in its mission statement the commitment "to provide accessible quality educational opportunities, promote economic growth, and enhance the quality of life for the people of Alabama." Enhancing the "quality of life" means more than academics and suggests improving one's personal well being.

The average age of a student at JDCC is twenty-five years, indicating that the average student has not been in school in a number of years. Therefore, many of JDCC's students feel insecure in their academic abilities, often affecting their belief and confidence in themselves as human beings. Because of JDCC's diverse student population,--approximately 59% of which must take pre-college, or developmental, courses in math, reading, English, and study skill—the commitment to provide educational opportunities, especially through a comprehensive developmental educational program, is essential to the success of the students in college-level courses, as well as in various roles in the community. This developmental program includes classroom instruction in reading, math, and English, and is enhanced through supplemental individualized computer tutorials and job awareness activities available through the college's Learning Lab. Collectively, the program activities attempt to improve the students' chances for academic success and increase their self-confidence as productive, contributing citizens in society.

During the past five years, JDCC has grown from an institution that offered limited developmental classes with no mandatory placement, unlimited class size, and little program management, to one that offers, through an organized Developmental Studies program, multiple-level developmental courses in math, reading, and English. Students are placed in appropriate college-level or pre-college level courses according to their scores on the COMPASS, which they take upon enrollment at the college. Those who place in developmental courses are advised to enroll in them immediately so that they can meet their academic, as well as personal, goals as soon as possible. Students who test into two or more areas of developmental courses are required to take a study skills class, which focuses on basic study skills; time management; self awareness and confidence; goal setting; and job preparation skills, such as resume writing and interviewing.

Enrollment for all developmental classes is limited to twenty students to ensure that each student receives as much individualized instruction as possible. Developmental instructors maintain an easily accessible, nurturing approach to working with their classes so that the students feel comfortable asking for additional help when needed. Instructors are carefully selected and evaluated to ensure that this atmosphere is consistent.

To enhance this personalized approach to instruction in the developmental classroom, JDCC offers assistance through the Learning Lab, funded by Title III, which has as its goal to increase "student retention through information management and a comprehensive developmental program." In the Learning Lab, which is managed by a Learning Lab Coordinator, students, who are required to attend weekly lab sessions at their convenience, take assessments on PLATO or SkillsBank software programs to determine their strengths and weaknesses. From those assessments, an Individualized Education Plan (IEP) is developed, and the students work in the lab to complete specialized modules to remediate deficiencies based on their IEP. The Learning Lab Coordinator, who works closely with the students to set personal goals and objectives and to assist in creating a time management plan for completion of the assignments, meets regularly with them and monitors their progress. If a student is not mastering the assigned work or is not progressing according to the suggested timeline, the Learning Lab Coordinator meets with him or her, discusses possible solutions, and sets up one-on-one tutoring in math or English with a tutor provided by the college. This tutoring service, while designed to assist developmental students, is not limited to them and is offered to all students on campus. Any instructor can identify students who are experiencing difficulty and make recommendations for them to take advantage of the tutoring service. In addition, instructors also can use the lab to enhance skills taught in the classroom.

Developmental, as well as academic, instructors often bring their classes to the lab to supplement instruction through the use of the available software. In addition to PLATO and SkillsBank, software for building skills in speed-reading, study habits, communication, math, writing, and nursing are available. While the computerized tutorials are self-paced, either the Lab Coordinator or the instructor is always present to facilitate an optimal learning situation for the student. Another way that the college, via the Learning Lab, seeks to provide educational services to developmental students is through the incorporation of a career awareness component in the reading and English courses.

Students complete Internet-based career awareness activities designed to provide opportunities to create a personal e-mail account, participate in self-awareness and job skills assessments, explore career opportunities, develop job preparation skills, and research information about transfer institutions and scholarships while having the advantage of applying on-line. In addition, English and reading instructors create customized classroom assignments that complement the job awareness portion of the lab work so that students exercise critical thinking skills on what they have learned through their computerized assignments. Also, students are allowed to continue using this free service after they have completed their developmental coursework, and all students at the college are encouraged to take advantage of this opportunity.

Though JDCC's comprehensive learning assistance program comprised of multiple-level developmental courses and the Learning Lab, which offers computerized, content-specific supplemental instruction, career planning activities, and one-on-one tutoring, the college believes that it is meeting the needs of its students, whether they are GED recipients, recently graduated high school seniors, or students returning to school after having reared a family or having been displaced from a job. In meeting these needs, the college is ensuring that its community has the opportunity for an enhanced "quality of life."

Developmental Learning Communities

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There are a number of students enrolled in college without the basic skills needed to complete college-level work. These academic deficiencies pose serious problems, principally, the students' inability to perform college level work. Two-and four-year colleges of all types across America continue to attempt to come to grips with students who need special services in order to succeed. For many reasons students may not be prepared to successfully complete college work.

The historical evolution of developmental education in community colleges suggests that this may be the only opportunity for access to higher education for many marginal and nontraditional students. The open access admission policy has influenced the need for community colleges to provide remedial programming for students. The social, political, and economic conditions affecting this country have affected students, particularly minorities and the economically disadvantaged, and added to the mission of the community college.

A student remains in college due to several different factors. The decision is usually influenced by the type of interactions between the student and the college, and the extent of integration of the student into the college. These factors seem to be common and apply to all institutional types and population groups. "The single most important factor influencing retention is the quality of faculty/staff contacts" (Miller & Gerlach, 1997, p. 73). Fifty percent of students who do not have quality interaction with faculty/staff within the first three weeks of school drop out of the college setting.

The overall goal of this project is to create a developmental learning community (DLC) program in a consortium of three regionally diverse Illinois community colleges that promotes the integration of academic knowledge and social skills typically available in residential college settings. The reasoning for the combination of the three specific community colleges is a combination of factors. The institutions are located in the far north, central and far southern part of the state. Although, these are very different parts of the state with different communities and different needs driving these communities, there are also similarities.

The similarities of the three differently located institutions include assessment, areas of developmental education, and the vision of promoting student retention. All full-time students at these institutions are given assessment for appropriate placement due to the individual strengths and need areas. The three institutions offer developmental education course work in the areas of mathematics, reading, and writing. Students must achieve a grade of "C" or better before advancing to the next course level. Faculty and staff at Prairie State College, John A. Logan College and Richland Community College are concerned with the rates of attrition in the developmental education area. These three Colleges are willing to commit to planning and implementing a long-term approach to increase student retention and success rates and to create a statewide model.

The belief is that through the learning community concept these three colleges will be able to increase completion rates of educational programs through retention utilizing the integration of social and academic activities. This initiative will create cohesiveness between educators, and staff working with the developmental education population throughout the state developing models to be used statewide. This is to conceptually draw together the practitioners, the curriculum, experience and exemplary ideas to benefit the students. This programming will take what we know and expand our knowledge and rituals with training, communication and production of new activities and materials. How this will take place is through the commitment, to developmental education students, that after successful completion of the two semesters of developmental, non-transferable credit in the areas of mathematics and English, the students will be prepared to successfully complete college level, transferable course work in these areas. The transition of non-transferable credit and transferable credit will actually take place during the second semester of the learning community courses.

The objectives of the program are: (1) create a developmental learning community consortium, (2) establish developmental learning communities curricula, (3) create a developmental learning communities cohort, (4) evaluation for developmental learning communities consortium. The DLC at each college will enroll approximately 25 beginning students who have placed into both developmental mathematics and English into each cohort for the first semester. All students who are determined to be in need of developmental education in both mathematics and English are qualified to enter the cohort. Registration into the cohort is the decision of the student and is on a first-come, first-served basis. The DLC will use one faculty member for each of the three discrete courses provided.

The consortium will provide ongoing support for DLC faculty and staff through communication, and faculty and staff development opportunities. DLC faculty and staff professional development will be enhanced through the social integration within the cohort and with other DLC faculty and staff at workshops and conferences. DLC faculty and staff will continuously conduct formative evaluations so that there will be feedback for improving the program.

Studies have shown that combining intellectual and social interaction with other students and faculty contributes to student persistence in school (Tinto, 1998); in this particular instance, in community college settings. Moreover, other studies have shown that a number of conditions are known to promote student development and learning, such as "...small institutional size, a strong faculty emphasis on teaching and student development, a student that attends full-time and resides on campus, a common general education emphasis or shared intellectual experience in the curriculum, and frequent interaction in- and outside the classroom between students and faculty and between students and their peers" (Paccarella & Terenzini, 1998, p. 151-152). Hence, creating developmental learning communities by way of lining together courses or course work to increase coherence in the community college offers considerable hope that success for these students with developmental needs can be enhanced significantly.

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Pascarella, E. T., & Terenzini, P. T. (1998). *Studying college students in the 21st century: Meeting new challenges. Review of Higher Education, 21*(2), 151-165.

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M*A*S*H Units: Mobile Athlete/Student Helpers

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Kinston's Lenoir Community College serves, on average, about 2,000 commuter students from a primarily rural three-county area in eastern North Carolina. A vital part of LCC's curricular and extracurricular offerings to students and the community is the sports program, comprising academic courses, intramural activities, outreach clinics, and women's volleyball, as well as men's basketball and baseball teams sanctioned by the National Junior College Athletic Association.

Early in the fall semester of 1999, a joint initiative was developed and launched by Lenoir Community College's athletic department, student services, and Learning Assistance Program (LAP: developmental studies classes in college reading, English, math, and study skills; tutoring; labs; supplemental instruction; and academic and personal counseling—a holistic learning assistance approach). The basketball coach and his colleagues, advocates of rigorous education for all students, saw a need for early intervention to support and scaffold the academic and life-long learning skills of our student-athletes. To address this issue, we needed a different type of model to supplement, if not supplant, the paradigms then currently available. Thus, the M*A*S*H Unit was conceived.

Tutoring in academic subjects, modeling/mentoring in collegiate and "real-life" areas of behavior and decision-making, devising and implementing individual systems for learning, demonstrating genuine interest and regard—all were essential elements in this initiative; however, the innovation, the catalyst for the success we experienced, came from the "M" in M*A*S*H, its mobile aspect. We took our show on the road, so to speak, and went to the environment where the athletes would have maximum access to assistance while feeling their most comfortable and receptive. An LAP instructor, now also the volunteer designated team tutor, went to gym when the basketball team had its daily practices. Sitting sometimes at a makeshift work table and sometimes on the gym floor, she was there and available and totally backed by the coach. AND IT WORKED!

We used the fire in the gut, that passion, that these young men had for playing basketball to fan the flames of scholarship. In that gym amidst the slamming bodies and bouncing balls, equations were solved, speeches rehearsed, research discussed, essays parsed, and poetry explicated. The players rotated in and out of drills and practice games to work on daily assignments or to plan strategies and meetings for more complicated projects and issues. They practiced, progressed, and grew as individuals and as a team, as scholars and as athletes. They triumphed, and we are continuing the M*A*S*H Unit on through the end of the basketball season to the final day of exams. We hope to expand the M*A*S*H concept to other groups next year.

In its rookie season, fall semester 1999, M*A*S*H did well. The fourteen players of the LCC Lancers basketball team all earned the GPA required by the NJCAA. All are still on the team; all are still playing hard and studying efficiently as this spring semester (2000) begins. Eleven of the fourteen players averaged higher than 2.10 while working part-time, handling full-time course loads, and maintaining their basketball practice, game, and travel schedules. These young men learned how to approach instructors, how and why to attend class regularly, how to ask questions, how to research, how to use technology, how to write and rewrite, how to solve problems, how to cooperate, and collaborate, how to organize and prioritize, how to test, how to persevere, how to find academic assistance, and how to define and value themselves as students, as learners. Anecdotes abound. Classroom instructors responded to the new confidence and competence of the scholar-athletes, who in turn became role models for other students ("Live, learn, and pass it on"). We—the players, the teams, the M*A*S*H Unit, the college, the community—won both off and on the court.

P.A.S.S. Program

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The P.A.S.S. (Project Assuring Student Success) is a multi-faceted and comprehensive program at Mercy College of Northwest Ohio designed to help students be successful in their academic endeavors. The first phase of this program was the development and implementation of the Student Success Center. The second phase was the implementation of a corresponding faculty development series. The final phase was the development and implementation of the R.E.A.C.H. (Remedial Education Addressing Collegiate Hurdles) Program.

The first phase, Student Success Center, was implemented in April of 1998 for the purpose of providing the necessary services for students to be successful in their college endeavors. Services offered through the center provide opportunities for academic, social, personal, and spiritual growth. Some of the services offered at the center are skill development in such areas as time management, stress management, and study habits; counseling referrals; individual and group tutoring for academic subject areas; and assistance for students with diagnosed learning disabilities. Services provided through the center have been funded, in part, by grants from a local foundation and also a local hospital auxiliary group.

The second phase, faculty development, was implemented fall of 1998. This faculty development series has focused on being student-centered. Some of the workshops presented include teaching methods and styles, retention and academic advising, learning communities (The Alverno College Model), working with learning disabled students, cultural diversity, classroom assessment techniques, and changing student demographics.

The final phase, R.E.A.C.H. Program, was implemented fall of 1999 and is designed for students who are deficient or struggling in multiple skill areas based on previous academic work and placement testing. The program provides three (3), three (3) credit classes in Basic Reading, Basic Writing, and Basic Mathematics. A two (2) credit course in Student Success Strategies and a one (1) credit course in Keyboarding are also required of R.E.A.C.H. students. In addition to these courses, a dedicated computer lab offering tutorial services in mathematics, writing, and general academic skills has been developed as part of this program. Students have access to interactive computer programs to help develop skills in these areas. A grant was secured from a local foundation to underwrite the costs of operating this program for one (1) academic year.

A final component of this program for R.E.A.C.H. participants is a faculty-guided mentoring program. The faculty, in the General Education Division of the college, serve as mentors. The mentoring component consists of structured sessions, dialogue journals, and developing a peer learning community. A grant was secured from the Ohio Association for Developmental Education for developing the mentoring component.

The structured sessions focus primarily on cognitive and behavioral aspects of a student's adjustment. There are five (5) semi-structured sessions with students in which they assist with and support students in the process of goal setting, time management, identification and use of relevant campus resources, and on-going assessment of academic progress.

The second component of the faculty-guided mentoring program is Dialogue Journals. This activity is designed to address the affective dimension of the student's adjustment. Through the use of a series of guided prompts, as well as opportunities for unstructured responding, students engage in ongoing dialogue with the mentors throughout the semester. The software package, *Student eJournal*, is utilized for this activity.

The final component of the mentoring program is the Peer Learning Community. This activity guided by the faculty mentors addresses the social aspect of the student's adjustment. Here the focus is on the development of supportive and collegial relationships with other students in the R.E.A.C.H. Program, as well as opportunities to develop relationships with other college students. This is achieved through interactions both in the classroom and through co-curricular activities.

Results of P.A.S.S. Program

Prior to implementing this program, the college's retention rate had dropped to eighty-two percent (82%). The retention rate for the college is now eighty-nine point seven percent (89.7%) after implementing this program.

In addition, the REACH program appears to be meeting its objectives after its first semester of operation. Specifically, of the nine (9) individuals comprising the first cohort of REACH students, five (5) successfully completed all developmental course work (*Basic English, Basic Math, College Reading, Student Success Strategies,* and *Keyboarding*) in their first semester of enrollment. Two (2) students completed four (4) out of five (5) developmental classes, and received a grade of "Incomplete" in *College Reading*. It is anticipated that they will complete all requirements for this course within the first couple of weeks of spring semester 2000. One (1) student completed three (3) of the developmental courses and, consistent with her individual learning requirements, will continue work in *Basic English* and *College Reading* during the spring term. Only one (1) student in this cohort received a failing grade in any course. Finally, one (1) student withdrew from the program for non-academic reasons. When one considers the significant need for remediation in multiple skill areas required by REACH students, the college strongly believes that the initial results reported above speak to the benefits of this program. Moreover, the program's emphasis on skill building combined with psychosocial support appears to offer an appropriate and effective model for addressing the multifaceted needs of this population of learners.

Creating a Community of Learners

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The attrition of college students has been the focus of many research studies in the past decade and many colleges and universities have identified retention as a major problem with widespread and long-range implications. This is not surprising considering the fact that nationally, 1/3 of college freshmen do not return for their sophomore year and only 40% of those that do return, graduate after six years from a four-year institution.

At Miami-Dade Community College we have an even more difficult time retaining students. We graduate only 18% of our total student population after three years. Of our AA students, only 25% graduate after four years. Our AS students fare even worse, with only 9% graduating after four years. This lower success rate can be explained, in part, by the unique characteristics of our students. Research has shown that persistence among college students and therefore, retention is positively related to the following variables: high school GPA, degree aspirations and family support. We are an open door college with no high school achievement level or test score admission requirements. Eighty percent of our students require some level of remediation (either college prep or ESL/ENS), and most of our students have work and other familial obligations. In addition, many of our students either have unrealistic, or no career goals. Given these characteristics, it is not surprising that less that 50% of our students beginning in college-prep ever take college level classes.

Considering the nature of our typical student combined with the move toward performance-based funding, the issue of retention is indeed a major concern. Many strategies that increase retention have been identified. These strategies include but are not limited to the following:

- freshman orientation seminars
- summer bridge programs
- mentoring programs
- learning communities
- study skills workshops
- involvement in campus life

The one variable common to these and other successful retention strategies is that they help create bonds and connections between students and the institution and serve to validate students as capable learners. In fact, the one major positive correlate with student retention is the feelings of belonging and validation ...i.e.; the connections between students and the many areas of college life (faculty, each other, a major area of study, career goals, etc.). This relationship between retention and connections, feelings of belonging and validation is even stronger than between retention and academic success. Nationally, 75% of the students who leave college before graduation are academically eligible to return. In other words, they leave for reasons other than grades.

Studies show that learning communities are particularly helpful in creating and maintaining the aforementioned connections. Learning communities promote a philosophy of inclusion rather than exclusion, where faculty, staff, and administrators hold the expectation that students will succeed. The participants take a student-centered approach and focus on the interaction between the students and the educational environment whereby the environment is modified based on the needs of the student. Students enroll in a number of classes together and professors team design and, at times, team-teach the various courses. The courses are thematically linked or coordinated in some fashion and collaborative and other active methods of learning are utilized.

Research has clearly demonstrated the efficacy of learning communities. They work so well because they utilize strategies that address how people learn best. We know learning takes place faster and lasts longer when:

- it is actively created by the learners themselves
- it becomes personalized to the learner
- it occurs through direct experience
- it is connected to social and interpersonal strategies
- there is a clear goal for the learner
- it involves reflection as well as stimulation
- it involves application
- faculty model the process of learning themselves
- there is rich and frequent feedback
- students collaborate while learning

To address these related issues, the academic division at the North campus initiated a number of learning communities beginning in January of 1999. The main thrusts of these communities were developmental students, both college prep and ESL. The decision to focus on developmental students was predicated on the fact that data clearly shows that these students were at greatest risk of failing to complete their education. Although not all of these were implemented because of low enrollment, the communities that developed produced promising results.

A prime example of a successful learning community was the GEMS program, a coordinated studies community housed at the Entrepreneurial Education Center. Students from widely diverse backgrounds and representative of the spectrum of learning abilities from college-prep to honors, report their involvement in this learning community as the most significant experience of their educational career.

Other successful communities involved the pairing of ESL and Social Science courses. Results from three semesters of these communities clearly demonstrate increased student success when comparing community participants to those enrolled in only the ESL or Social Science classes separately. Average test scores for learning community students were 15% higher than their non-learning community counterparts.

Another successful community that was created involved college prep students with deficiencies in both mathematics and reading. Whereas the average credit enrollment per students on the North campus is nine, students in this community completed fifteen credits of developmental classes in one term. Their success rate was the same or better than students carrying a lesser load. This was true despite the fact that their out-of-school commitments were no different that the typical North Campus student. Given the fact that students enrolled in college prep typically report leaving school because of the length of time it takes to be able to enroll in college classes, this is, indeed, a significant success.

These initial results are undoubtedly positive and warrant the implementation of more learning communities at our campus. We are confident that continued research will support this as an important strategy for the retention of College-prep students at the North campus.

ENG 1103: Computer Mediated Developmental English

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Prior to enrollment at the Mississippi Gulf Coast Community College, students must provide evidence of language skills through a minimum score on the ACT exam. Many non-traditional students enter without this exam, and so are screened using a shortened form of the ACT, the ASSET exam. These scores are used to screen out of the English Composition course those students lacking the basic skills and knowledge required for success in that course. These students screened out of English Composition are placed into Developmental English.

Unfortunately, the range of ability levels for those students entering Developmental English was such that the traditional course emphasizing whole-group instruction was no longer sufficient for many students. Entering students were increasingly observed with low, single digit ACT scores and with elementary level writing ability. These individuals at the lower levels could not keep up with the average level pace of the course and either failed or dropped out. Further, those individuals at the high-end of the range were required to spend an entire, sixteen-week semester repeating some material they already had mastered. The 1995 Developmental Tracking Report indicated only 54% of entering, Developmental English students continued into the following English course at the college. It was believed that college enrollment could be increased through retaining more of these students.

In 1995-96, faculty and administrators at Mississippi Gulf Coast Community College designed a computer-mediated course to replace the traditional, lecture based developmental English course. Based upon careful research and broad-based planning, the college implemented this design in the fall of 1997 after an expenditure of approximately $300,000. The use of computer software to mitigate the difficulties imposed by the broad cognitive range of students in the developmental courses ultimately produced a number of benefits to the college. Among these are:

1. Moving higher level students through the course in a more time efficient manner;
2. Providing instruction at a "success level" for lower level students thereby increasing retention;
3. Increasing the efficiency of GED transfer and continuation through the open-entry mechanism;
4. Increasing the efficiency of instructors, i.e., instructors will work with students only to the point the student demonstrates mastery of the identified competencies; and
5. Increased accountability measures, i.e., the program is competency driven, and student work is documented through standardized entry and exit examinations and writing samples.

After the first full year of implementation of the computer-mediated ENG 1103 course, a tracking study was implemented to guage the effectiveness of the new design. Students from the last fall semester of the traditional course were compared to the students from the first two years in the computer-mediated design. Performance in developmental courses and in the follow-up, English composition courses was considered as reflected below.

Follow up tracking data for the 1996,1997, and 1998 cohorts into the next higher English class, ENG 1313, were as follows:

1996 cohort (without computers): 51% of students completing 1103 with a grade of C or higher continued to the next higher English class. Of this number, 54% received a grade of C or higher in that class.

1997 cohort (year 1 with computers): 62.5% of students completing 1103 with a grade of A or B continued into the next higher English class. Of this number, 59% received a grade of C or higher in that class.

1998 cohort (year 2 with computers): 66.0% of students completing 1103 with a grade of A or B continued into the next higher English class. Of this number, 61% received a grade of C or higher in that class. (NOTE: Success in both the developmental course and the college credit course are trending up over this period.)

Prior to implementing the computer mediated instructional design in the ENG 1103 beginning English course, only 40% of the students received what would be considered a passing grade, i.e., had demonstrated sufficient mastery of material as to be likely to pass the next higher English course. In the cohort beginning with computer mediated instruction, the AB pass rate was increased to 75% in year one and 74% in year two. This increase in AB grades is immediately suspect, as there would be a natural bias on the part of instructors who feel positively about the new methodology. Thus, a long-term tracking plan was undertaken to follow these students into the next higher course.

In the spring semester, 1998, and again in 1999, the computer cohort was tracked through the ENG 1313 English Composition course. These students were distributed among approximately 9 different composition instructors. Two significant findings were recorded. First, for all students completing the 1103 course in the first year with a grade of C or higher and continuing into the next

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higher English course, 59% received a grade of C or higher in that next course. For the second year, the pass rate in the second English course increased to 61%. This compares with a success rate of 54% for the previous year's cohort without computers. This suggests that the AB pass rate was increased from 40% to 75% in the 1103 course with the pass rate in the next higher course actually increasing. It should be noted as well that the computer cohort was larger than the traditional cohort. This finding supports a conclusion that there was no inflation of the grades in the 1103 course upon implementation of the computer methodology. A logical conclusion is that the new, computer methodology created a learning environment wherein more students could successfully learn basic English, retention was increased substantively, and performance in non-developmental, college credit courses was augmented.

The retention rate of the computer cohort into the next higher course increased from 51% to 62.5% in the first year and 66% in the second year, also without affecting the grade distribution in the next higher course. This finding, representing two years of implementation, would suggest that the computer program will ultimately pay for itself in increased FTE funding based upon higher retention.

Finally, an important limitation within the tracking study has been identified and is being addressed. As a result of the college's data collection and processing system, only those students placed into the course through ASSET testing have been tracked. Students placed through ACT scores or self-identification have not been tracked. These students are generally higher performing students, and it is believed that when these individuals have been accounted for, the overall results of this innovative program will be even more positive.

Goal Attainment Program

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Situated in a dense urban neighborhood just bordering Washington, DC, the Takoma Park, Maryland, campus of Montgomery College attracts an extremely diverse population of students who are seeking an education, which will offer a chance at a career and economic self-sufficiency. The oldest campus of a three-campus college, Takoma Park is the most ethnically diverse campus:

- 0.7% Native American
- 9.6% Asian
- 62% Black
- 9.2% Hispanic
- 17.9% White
- 0.5% Unknown

and serves the greatest percentage of low-income students with 70% receiving financial aid (as compared to a college-wide total of 62%). In addition, while enrollment profiles consistently indicate the majority of students (67.6%) enrolled at the college plan to earn a degree or certificate, more than half of the students taking initial placement tests are required to complete developmental coursework in one or more academic skill areas prior to enrollment in college-level courses. Sixty nine percent of all students tested need additional strengthening of their writing skills either through developmental English or through additional instructional hours required as part of the first semester of a two-semester composition requirement. Further research provides even more discouraging news: students who enroll but are unsuccessful in their first attempt at a developmental course are unlikely to succeed in subsequent enrollments.

Based upon the above data as well as collective years of wisdom and experience on the part of the English faculty at Takoma Park, it became clear that targeted academic interventions were needed to increase the likelihood of student success in developmental English classes. While the developmental English curriculum was designed to remediate students' writing weaknesses, English faculty were painfully aware that noncognitive factors such as:

- poor study skills
- inappropriate classroom conduct
- inefficient use of time
- inability to balance competing responsibilities
- lack of familiarity with the college culture and associated expectations
- absence of career and educational goals

were more often the primary or direct cause of failure in developmental English. Counseling and other support programs and workshops already were available on campus to address these issues, but students seldom took advantage of these services or else sought help so late in the semester that few options remained. When students did have contact with an academic counselor, all too often that contact was limited to a signature at the bottom of a course registration form or a hurried and nearly anonymous consultation on the last day to withdraw before receiving a failing grade. Students could have and sometimes did attempt to address skill deficiencies by enrolling in courses covering study skills, time management, memory development, test preparation, and career planning. However, such courses taught these critical success skills in a vacuum—out of context and without the opportunity to observe, practice, and receive feedback on the application of these skills in an academic setting.

In addition to being ill equipped and unprepared to navigate the unfamiliar academic territory, students enrolled in developmental English courses seemed to share certain characteristics which further made achievement for this student cohort problematic. Learning for these students was not a cumulative process; each semester, each class, and even each test or assignment was a separate, isolated event. Students seldom learned from their mistakes; nor did they make decisions based upon past performance. As a result, they saw no patterns to their errors and rarely "caught on" to an instructor's testing and grading styles. Most importantly, developmental learners did not connect success in their developmental courses with achievement of their career and educational goals. All too often students viewed the required developmental English courses as obstacles on the race to transfer to a baccalaureate degree granting institution or to prepare for a chosen profession rather than rungs on the ladder leading to successful goal attainment.

To change these self-defeating behaviors and attitudes, the English Department created the Goal Attainment Program (GAP)—a system of support designed to meet the needs of developmental reamers. Following the success of an initial pilot, the commitment to the program was so strong that the English Department relinquished a faculty position to fund a full time counselor to coordinate and

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deliver GAP services. Through a series of counselor-led, in-class workshops and individual counseling appointments, the program fosters the development of effective classroom behaviors and study skills and establishes in students a firm connection for students between improved writing skills and long-term academic and career success. During the semester, students participate in three 45-minute workshops designed to address ways to achieve academically. In the initial workshop, given within the first two weeks of school, students establish individual goals for the course and for the semester and plot concrete steps to reaching these goals. Midway through the semester when motivation may be flagging and poor study habits have begun to take their toll, the GAP counselor visits the class a second time to discuss ways to overcome barriers and renew energy and enthusiasm. Finally, just prior to final examinations, a third workshop encourages students to evaluate their semester performance, adjust their goals according to what they have learned, and take responsibility for planning their future. Because a "one-size-fits-all" approach would not be effective in meeting the range of students needs, at least two individual counseling appointments are also scheduled to build trust and rapport while allowing the counselor and student to discuss success strategies tailored to the student's specific concerns. This modified mentoring aspect helps students find a touchstone on campus thereby increasing students retention and persistence.

In fall 1999, the first full semester of operation, the program provided support to more than 150 students enrolled in nine sections of developmental English. English faculty and developmental students who participated in GAP found the program to be beneficial and urged its adoption by other departments within the college. The unique approach to service delivery is proactive, preventive, and represents a true partnership between instruction and student services. Student weaknesses are addressed at the time, when and where they occur, thereby helping students avoid failures that would compound their long-term retention in college. The faculty member provides the counselor with a clearer and more accurate picture of student classroom behavior and performance. The counselor increases teacher access to students' hopes and perceptions and offers additional options for reinforcing effective learning skills. Unlike linked or stand-alone student development courses, the GAP program imbeds these success skills and behaviors directly in course content areas while providing students with additional support and feedback during the application and practice of these newly acquired skills. In GAP, the counselor does not act as an advocate or mediator between teacher and student. Rather, the counselor works with the faculty member to enhance students' development of lifelong skills for success in the academic and learning environment.

The Developmental Studies Lab: Where Motivation and Commitment Create Success

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Between 1987 and 1992, retention/success rates of students taking developmental courses was unsatisfactory. Overall, barely half of these students ever passed the courses. Therefore, with the aid of a Title III grant, the College instituted a radical alternative instructional method to improve developmental-student success.

The Developmental Studies Lab (DSL) provides students an opportunity to master basic math, English, and reading skills in a state-of-the art learning environment. Thirty-five multimedia Pentium computers, connected to the College network, constitute the learning environment for two hundred students enrolled in DSL classes. In addition, thirty students from three traditional reading classes use the DSL to supplement their other class assignments. Along with these, throughout the year, numerous students drop in to the DSL, based on instructors' recommendations.

Careful investigation of numerous software packages led to the purchase of Computer Curriculum Corporation's *Destinations 2.0* (math, reading, English), Liafall's *Learning 2000* (math, reading, English), Addison-Wesley's *Summit* (math), Merit's *Paragraph Punch* and *Grammar Fitness* (reading), Heinle and Heinle's *One-Step-At-A-Time* (English) and the faculty creation of Mastering the Modes (paragraph writing) and Mastering Grammar (a preparation for the department final in English). These software packages meet discipline standards in content and approach. Each package has been carefully matched to required departmental texts and finals, ensuring that DSL students will receive the same content as those enrolled in traditional classrooms.

The software serves as instructor, presenting lessons in modular format. The DSL's approach is mastery and self-paced. Students do not proceed until they pass the computer modules with 80% or higher and the corresponding paper-and-pencil tests with 75% or higher. Progress is at the student's individual learning rate. Since each DSL student constitutes a class of one, there is no intimidation by students who learn faster or frustration by students who learn slower.

Software management systems guide students in their progress, moving them ahead when they are doing well and locking them out of the system if they have not mastered a topic after three attempts. The software also signals all student difficulties, tracking the time, attempts, and scores of each student, and listing the exact skills the student has or has not mastered. Tutors are always available to intervene when students can't grasp a concept presented by the software.

Student-centeredness is the philosophy of the DSL. There are two important rules that serve as guiding principles: there is no limit to the number of questions a student may ask, and there is no limit to the number of times a student may ask the same question. This encouraging atmosphere builds students' confidence to ask questions and makes them more self-directing in their learning process.

To promote individual responsibility for learning and overall success, the DSL provides a thorough orientation for each student. Using headphones and the campus network, students view video explanations of DSL policies, procedures, and software. To encourage organization and promote a clear view of individual progress, students receive the following: highly structured syllabi (to delineate policies, procedures, and course work), progress charts (to check off learning modules and assignments as completed), and attendance sheets (to record hours in the DSL). As a final clarification, students are given a contract, which they must read, checking off all significant requirements, and sign.

Motivating students to maintain the required four-hour weekly minimum is accomplished through three automatic withdrawal dates during the semester. Any student who has not attained the required hours for any of the three posted dates is automatically withdrawn from the course (excepting, of course, students who complete their courses early). This policy comes directly from students' request for an external motivating factor to help them maintain a regular attendance pattern. To date, it has been highly effective in increasing weekly attendance and promoting successful completion of DSL courses.

Since the DSL uses a mastery approach, two major factors determine if a student will complete a DSL course in one semester: learner type and learning rate. The first factor, learner type, refers to whether or not the student is a retrieval learner (one who knew the material but has forgotten parts of it) or a first time learner (one who is learning the material for the first time). The second factor, learning rate, refers to how long it takes the student to process content objectives. If students move through the program quickly, they can complete the course before the semester ends.

Students who have attended the DSL regularly but do not complete the required course work within one semester receive a grade of "W." These students register and pay for the course again, return to the DSL the next semester, and begin where they left off. When they complete the course, whatever grade they have earned replaces the "W." This policy has proven very effective. The true success rate of DSL courses is more realistically calculated on a two-semester basis. Since the DSL operates on a Mastery Learning model, its success is best determined by comparing the success rate of its students with that of students in the traditional environment in subsequent courses. Presently, the success rate in DSL basic skills courses as compared to traditional basic skills classes is as follows:

	Pass Rate*	Number	X^2	df	p
Math 011					
DSL	73.8	42	0.080	1	.778
Non-DSL	71.8	702			
English 011					
DSL	80.0	16	.001	1	.969
Non-DSL	80.3	692			

* Pass rate computed by percentage of students earning "C" or better in basic mathematics and English requirements. Math 100, 103, 108, 115 and English 101 were used. Reading class enrollment too small to be significant.

Using the latest technology and a staff of professional, paraprofessional, and peer tutors, the DSL provides a viable and valuable alternative to basic skills instruction, offering a supportive and structured learning environment. Patience, praise, and performance combine to produce student success. The ongoing achievement of DSL students in subsequent college-level courses demonstrates the efficacy of DSL classes and confirms the overall promise of the program.

College Academy Bridge Program

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As part of Olive-Harvey College's mission, the College Academy Bridge Program was developed to address the needs of the large number of individuals in the College's service area. Also, the program addresses one of the College and District's priorities, which is to increase the transition rate of GED students into the credit program.

According to the 1990 U.S. Census, over 453,000 Chicago residents live in 16 communities surrounding Olive-Harvey College. Of these residents, more than 61,000 or 15 percent over 18 years of age did not have a high school diploma. To add to this already dismal picture, there were over 30,000 people in these communities who lacked basic literacy skills.

Recent data from the Chicago Public Schools show that the dropout rate of high school students is 44 percent. Fifty-one percent of the students who dropped out between 1991 and 1994 attended schools in the service areas of Olive-Harvey College.

The College Academy Bridge Program is a mechanism designed to address the educational, social, and emotional needs of GED students. It is an innovative approach to teaching and learning that combines the traditional GED curriculum with contemporary teaching strategies and specially tailored support services.

The College Academy Bridge Program Goals

- Create a teaching/learning environment that will foster the development of a first rate GED preparation program.
- Strengthen support services to improve placement and advisement procedures in order to ensure that GED students have the maximum opportunities to be successful.
- Increase the completion and retention rates of students enrolled in the GED Program
- Increase and facilitate the transition of GED students into the credit program.

The College Academy Bridge Program Support Services

- Interviews
- Tutorial assistance
- Test taking/study skills
- Academic, career, and peer counseling
- Computer-aided study
- Learning Resource Center
- Collegiate expectations orientation
- Financial Aid advisement
- Credit Program advisement

Students who score 12.0 and above on the Tests of Adult Basic Education (TABE) reading and math placement exams are enrolled in GED Review and advised to take the GED Practice Test as soon as possible.

Students who score 9.0 to 11.9 on the TABE reading and math placement exams are enrolled in an GED Class and are advised to take the GED Practice Test as soon as possible.

The College Board Placement test is arranged for these students. Students satisfying the Ability To Benefit requirements are able to enroll in college credit courses at the same time they are preparing to take the GED Exam.

The College Academy Bridge Program features

- Personal interviews to clarify students' expectations and goals
- Curriculum design that permits students to enter Bridge at various times of the year
- Special meetings to address the transition process
- Extracurricular activities including motivational speakers and field trips
- Support services, including counseling, tutoring, and computer-aided instruction
- Regular student meetings with College president and his executive staff

Olive-Harvey College has established a Bridge Articulation Team, which collaborates on program policies and procedures. The team also monitors results and suggests program refinements where necessary.

The Bridge Articulation Team

- College Deans
- ALSP Instructors, Counselors and Coordinators
- Credit Faculty
- Student Services Personnel
- Student Representatives

Since its inception in 1996, the Bridge Program has assisted more than four hundred students in passing the College Board placement exams and transitioning to Olive-Harvey College credit courses. Data from five Bridge Program cohorts (fall 1996 to spring 1998) reveal a student success rate—earning at least one C in a credit course—of 70 percent in beginning cohorts, and 88 percent overall. The average retention rate for Bridge cohorts (returning for a second term of college credit courses) is 64 percent, with that figure rising to 81 percent for those students who earned at least one C in their first Credit Program term. In addition to its success in serving ALSP students, the Bridge Program has served to integrate the Credit and ALSP Divisions at Olive-Harvey College.

Practicing the Particulars: A New Model for Student Success In the Developmental Writing Classroom

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Research throughout the years has shown that students find the particulars of writing more understandable when they experience actual hands-on practice in writing. Ozarks Technical Community College (OTC) has responded to this need by applying to its developmental writing courses the lecture-lab combination often seen in science and technical programs. This integration has been a great success.

In the past, traditional methods have been employed for teaching developmental writing courses. Scenarios included teaching in the traditional classroom, using a traditional lecture format, with student participation limited to lecture questions and workbook exercises. However, with the introduction of computerized classrooms, it became possible to create a more inclusive participatory approach to teaching developmental writing. Students at OTC are now able to practice the particulars of writing in a laboratory setting while remaining in the same classroom in which they are taught the process of writing in a more traditional manner.

The lecture-lab combination works well, as the sciences and technical disciplines have demonstrated, in providing students an opportunity to apply in a laboratory setting what they have learned in the classroom. Faculty from the English Department and the Academic Achievement Center at OTC have worked together to bring this level of practical application to the developmental writing courses.

English 040, Introduction to Reading and Grammar, is an interdisciplinary developmental reading and writing course developed in 1994. Originally, students who enrolled in English 040 were also required to co-enroll in AAC 011, the Reading and Grammar Lab taught through the Academic Achievement Center on campus. However, attendance at the lab sessions was sporadic at best. In a yearlong joint initiative, members of the English department faculty and the writing specialist in the Academic Achievement Center developed a new model to more effectively incorporate the laboratory sessions into the developmental writing courses themselves.

In 1999, the newly revised Introduction to Reading and Grammar course was launched. Students in the class were no longer required to co-enroll in an Academic Achievement Center lab. Instead, the AAC writing specialist came into the English classroom one day per week during the established meeting time of the English 040 class.

During the lab component of the class, students are first given an assessment test to determine their current reading comprehension and language mechanics grade level. They then work on a combination of projects, all designed to help them apply their reading and writing skills. Skills Bank, a computer software program, offers them practice in spelling, punctuation, and grammar skills. The Quantum Reading Power Series as well as Ultimate Speed Reader gives them exercises for increasing their reading speed and developing their reading comprehension. Introductory word processing activities teach them how to properly format papers.

Learning how to use e-mail and conduct research using search engines on the internet allows students entry into the electronic age. The curriculum for the lab is heavily weighted with computer-based activities, but it is versatile enough to accommodate other activities. During the classroom lecture sessions during the week, the English instructor works with students on critical reading and writing projects from sentences through short essays.

The results of incorporating a lab session into the developmental writing course have been astounding. The percentage of student completing the course rose from 46% (spring semester 1998) to 81% (spring semester 1999). The competency-based curriculum requires the students to complete the lab portion of the course with at least an 80% competency level. Students during the spring semester, 1999 were averaging a 96% competency level. Student improvement also occurred in reading comprehension and language mechanics grade levels although the results have not been quite as dramatic. During the spring semester 1998, students' language mechanics scores reflected an increase of 4.7 grade levels; their reading comprehension scores increased by 2.2 grade levels. During the spring semester 1999, students' language mechanics scores increased by 1.4 grade levels and their reading comprehension, .2 grade levels.

Our experiences have proven that developmental writing students benefit by learning in a laboratory environment where they can apply what they are learning in the traditional classroom setting. The combination lecture/lab sessions provide them with just that: a chance to practice the particulars. Because the program has been such a success, the cooperative partnership of the Academic Achievement Center and the English Department will be expanded in spring 2000 to include both levels of developmental writing courses.

A One Room School for Developmental Studies

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The Piedmont region of upper South Carolina is mainly rural with widespread illiteracy, weak economies, sparse education funding, large high-risk populations, and poor educational aspirations and attainment. Piedmont Technical College, a comprehensive, open door institution, serves this seven county area. The main campus is located in Greenwood. Geographically, Piedmont's service region is the largest in the technical college system; however, prior to 1990 our enrollment showed little growth. Driving distance, inadequate transportation, and travel time were all reasons potential students in the outlying counties gave as reasons for not attending the college. In an effort to assume a leading role in the economic and human development of its service region, provide greater access to its rural population, and improve retention efforts Piedmont Technical College began establishing outreach centers in each of the other six counties served. By 1998, a center was established and operating in each county.

Committed to long term growth and student retention, the first courses that were offered in each of these centers were developmental English, reading, mathematics, and college skills courses. Adjunct instructors with certification in the appropriate content area taught these courses. In many cases the instructors changed from semester to semester, especially in the smaller more rural counties. It was normal for a full time student in developmental studies to have four different part time instructors. Many who taught only one semester and had little loyalty to the college or its students. These conditions did little to foster student success, retention, or growth in enrollment.

Consequently, Developmental studies was like a revolving door, new students entered each semester with only a small number of students returning for the next semester. Turning to the two larger, more established centers and the main campus program for answers to the problem revealed some startling differences. At these larger centers, adjunct instructors in developmental studies taught more than one class, worked more days in the week, and were able to establish a more permanent presence on the campus. They returned to work each semester and could not be identified from full time instructors teaching a course at the county center. They offered services such as tutoring, testing, and performed other administrative duties. Likewise, on the main campus, full time instructors taught in each area, and student support services were in place. Therefore, the developmental studies department began asking itself how instructor commitment could be transferred to the more rural, smaller, younger centers where enrollment did not warrant the hiring of full-time instructors to perform these services.

The answer came by way of a brain storming session for a Title III grant on improving and standardizing student intake services. The committee, which included a Dean of county centers, the Vice President for Academic Affairs, and the department chair of developmental studies, realizing the need for full time faculty at the county centers decided to create a part-teaching/ part-administrative position for each of the county centers. This position would fund an instructor in an area of greatest need who would also admit, test, advise, and register new and returning students. It was decided that at least one of these positions would be for a "generalist" who could teach in all developmental content areas. A " Jack or Jill" of all trades! In the fall semester 1999, our "Jill," a full-time developmental instructor was hired to teach developmental English, mathematics, reading and college skills (as needed) at two of the smaller, but geographically close, centers.

The college plans to add similar full time positions in the future at the two remaining centers. The "one room school house" concept has proven to be the "glue" that has bonded the students, instructors, and administration. Students at the small centers see commitment from the college and its instructors, consistency in personnel and expectations, and connections between their courses. By having classes taught by a full time instructor who is also trained to handle administrative duties related to student services, student commitment to the college has grown; therefore, retention has improved. This semester greater than 50% of the students who enrolled and completed developmental course work in the fall have enrolled and are continuing their education. Students no longer see their courses as isolated units of learning but as an integrated, holistic program. For example, reading is no longer important only in reading class, but in English and even math!

Instruction is more consistent. Adjunct instructors, as well as full-time instructors, need a consistent schedule term after term. A consistent schedule helps adjunct instructors connect to the college and the center they serve. They become a part of the organizational structure of the college and feel a greater sense of commitment to their curriculum department and from the administration of the college. Department heads, deans, and vice presidents benefit from the consistency of instructors. They do not have to hire, re-hire, train, and re-train new instructors each term. The presence of a faculty member, full time or full part time, with knowledge of students from the beginning of their college experience, is a valuable resource to other instructors. They have a colleague who can help them determine the best way to help a student learn or who can provide some background information about a student.

With the addition of a developmental instructor who teaches all subjects, a sense of community has developed between students, instructors, and administrators at these two small rural centers. Student reactions to faculty evaluations are more positive. Comments like "the instructor really cares about her students," and "the instructor will help us after class" have appeared on evaluations. The successful start of Piedmont Technical College's "one room school" concept in developmental studies insures the presence of educational opportunity for all citizens in its service area for many years to come—and provides an excellent model for other satellite centers to follow.

A New Model for Developmental Math

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Historically at Triton College there has been a significant rise in the number of students placing into developmental level mathematics. Most recent data indicates that 87% of entering students place into some level of developmental math. In the past, a number of courses were designed to target these special audiences. Ultimately, seven courses emerged in the curriculum. Not all students were required to take all seven classes before entering a college level math class. However, those who did take all seven courses spent at least four semesters.

The Mathematics Department, in compliance with the state's requirement of intermediate algebra and geometry as prerequisites for courses that met the general education math, provided a separate geometry course. This was one more stumbling block for student success. Students were often confused as to which developmental math class was most appropriate for them since there were several options, even for the same placement score. There were fast-paced, slow-paced, and even combined courses.

Compounding the problem was low student retention. Statistics from the Triton College mathematics placement test showed that a majority of students entering Triton College took developmental math but the percentage of successful students (those attaining a grade of "A", "B" or "C") usually hovered around 45% - 50%.

The College's administration and the Mathematics Department were determined to turn things around. The goals of any reorganization or intervention were three-fold:

1. Improve student completion and success by 10%.
2. Design and implement a program for any remedial student to complete developmental math requirements and take a transfer level class within four semesters.

3. Reduce registration confusion for developmental math classes.

GOAL #1

In the spring 1998, Triton began a special pilot program integrating a Math Lab component into several developmental classes to increase the retention and success rate of students in the developmental math classes by 10%. Students in targeted classes were required to register for a lab component so tutorial assistance and guidance was available throughout the semester. The Math Lab opened in January 1998.

As part of the pilot program, seven classes were assigned to the lab. Lab class students paid a lab fee of $43. However, the lab fee was scheduled to be returned to students who attended the lab two hours a week and passed their math course with a grade of "C" or better. Requiring students to attend the lab ensured that class concepts were reinforced outside class time and increased "time on task". The lab operated on a drop-in basis; no appointment was necessary.

Latent benefits of the lab were realized. The math lab tutored 171 students and not only fostered camaraderie between students but also helped overcome "math anxiety". Students visited the lab as often and for as long as they wished. Piloted classes demonstrated a 28.1% higher successful completion rate than those classes that did not have the required lab component, thus exceeding the target of a 10% increase in the success rate for students.

In fall 1998 fifteen classes were included in the pilot program. In total, 472 students made 6158 visits to the math lab for tutoring or computer practice. A review of the data from fall 1998 indicates that 83% of students who met the requirement of two hours or more a week in the math lab were successful in their courses. Success rates in developmental algebra classes have risen significantly while withdrawal rates have dropped sharply for those students who have utilized the lab.

As a result, the College has a hired full-time Math Lab coordinator and assigned four full-time faculty and several part-time faculty to work in the lab. Peer tutors are hired as needed.

GOAL #2

Armed with a successful math-tutoring component the Mathematics Department then redesigned the developmental math offerings for fall 2000. Six developmental courses have been replaced by three courses.

Old Curriculum	**New Curriculum**
Math Foundations (3 cr.)	Math Foundations (3 cr.)
Elementary Algebra (3 cr.)	Elementary Algebra and Geometry I (5 cr.)
Introduction to Algebra (5 cr.)	Intermediate Algebra and Geometry II (5 cr.)
Geometry (3 cr.)	
College Math Foundations (3 cr.)	
Intermediate Algebra (3 cr.)	

All developmental courses, other than Math Foundations, have been deleted from the departmental schedule. This was truly a departmental effort as every topic in elementary algebra, intermediate algebra, or geometry was reviewed and assigned to one of the new five-credit hour classes.

Additionally, all students enrolled in the Intermediate Algebra and Geometry II class will be required to attend the math lab. This reorganization allows students to remediate in a fewer number of semesters, and definitely assures that all developmental students take geometry (required as prerequisite for general education math).

Goal #3

Simplifying the developmental math offerings reduces registration confusion. After initial placement testing, students can be registered in one of the three levels of developmental math and, within a two-year span, take at least one college level math course.

Triton College's commitment to improve a student's outcome has become paramount. The College intends to continue monitoring the success and retention of all the students who participate in any developmental math class. This model is not a cure for all the problems which math students encounter, but it is a positive effort to meet student needs. This model is easily transferable to other colleges wishing to achieve similar goals.

Math 045 → Math 055 → Math 085 → College Level Math

Assessment: Measuring Student Success

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Each summer the full-time personnel of Learning Support Services examine the previous academic year's Learning Center usage data and the data collected from developmental classes. The basic objective for developmental classes at our institution is to prepare students for credit classes. In order to measure this objective, students who complete Basic Math II, Basic Writing, and College Reading are tracked for success. We define a student's success by (a) completion of the developmental class with a "C" or better followed by achievement of a "C-" or better in the subsequent credit class, (b) growth in the development of skills and attitudes necessary for learning, and (c) persistence to graduation and/or achievement of academic goals. Figure 1 is a chart indicating the percent of students passing the first credit course in 93/94 and 98/99. A high percentage of students completing a developmental class also do well (C-) or higher in their first credit course.

Success Rate in First Credit Course for All Developmental Courses
% of Students Receiving a C- or Higher in First Credit Class
Following the Developmental Class

Course	1993-1994	1998/1999
Basic Math 2	77%	78%
Basic Writing	88%	90%
College Reading & Study Skills	84%	88%

Figure 1

In 98/99 we added the Learning and Study Strategies Inventory as a post-test for students completing developmental classes to help us determine how the students changed their learning strategies. The overall averages for the LASSI indicate that developmental students improved their learning strategies, as indicated in Figure 2.

Learning and Study Strategies Inventory (LASSI) Results

Test Area	Pre-test Percentile	Post-test Percentile
Attitude	35	50
Motivation	30	50
Time Management	55	65
Anxiety	35	50
Concentration	50	60
Information Processing	40	60
Main Ideas	40	65
Support Techniques	45	50
Test Strategies	50	65
Self Review	45	50

Figure 2

Based on the interpretation of the data, changes are made in the program. Examples of these changes have included the addition of topics in a developmental class to improve student success in a subsequent class and a change to a more rigorous textbook. Information gleaned from the assessments also has facilitated communication among faculty teaching developmental classes and between faculty teaching developmental classes and college credit classes. Moreover, our assessment plans have been duplicated by the general education program, technical program and transfer program at our institution. As a result of our self-evaluation and changes, our program was awarded the "Exceeds Expectation" rank from the Ohio Board of Regents in 1998.

Partnering for Developmental Education Success

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The greatest institutional challenge during rapid enrollment growth is maintaining an appropriate focus on student retention. The effort required to manage rapid growth usually results in less emphasis on keeping students in school once they have matriculated. This results in an increase in the rate of enrollment growth along with an increase in the rate of student attrition.

The University of Arkansas Community College at Batesville (UACCB) has had rapid growth. The past three semesters have seen a double-digit growth rate with the fall 1999 term having a 44.5% enrollment increase over fall 1998. This initiative grew out of a concern that UACCB should focus on developmental student success and retention.

Approximately 40% of freshman students entering UACCB are mandated into developmental courses. These students have educational needs that range from brushing up in a few subject areas to comprehensive basic skills remediation. Many of these students benefit from individualized instruction. Such instruction is inefficient and costly, however. Accordingly, most community colleges, UACCB included, use a traditional class setting to teach developmental material.

Developmental class enrollment is limited to a maximum of twenty students. While this limit helps to keep these classes smaller than the traditional class, developmental classes are still large enough to offer only limited personalized instruction. Faculty have long recognized the need for individualized instruction and try to provide this through the use of personal time away from class, student tutors, and referral to the Learning Assistance Center.

The challenge then is to provide highly structured individualized assistance to developmental students. As a small rural college, UACCB can't afford to fund an effective stand-alone intervention program. The answer: collaboration between Developmental Education and Adult Education. The mission of the Adult Education department at UACCB is to provide adult learners in our service area with the mechanisms to improve and refine their academic skills and attain their general educational development diploma (GED).

Rationale for the Partnership

There are several reasons why a partnership between Adult Education and Developmental Education makes good sense. There is much similarity in the subject matter covered by both programs. Adult Education students are instructed in a curriculum that prepares them for successful completion of the GED. Developmental students are instructed in a curriculum that prepares them for college level courses by filling in the gaps between the student's actual skill level and what they should have learned in high school.

Secondly, student characteristics in both programs are similar. Students in the Adult Education program have previously struggled in the educational environment. Many have become disenchanted with learning and have not known success in the classroom. They have a difficult time seeing learning activities through to conclusion and this failure creates low self-esteem. The same is true of Developmental Students.

Finally, Adult Education faculty are experts at working individually with under-prepared students. The Adult Education program is centered on individualized instruction with a commitment to nurturing students as they work to eliminate deficiencies in the students' educational experiences. Program faculty learn to work one-on-one with students through on-the-job experience, mentoring from the program head, and professional development activities.

The viability of a developmental education program that emphasizes both classroom and individual learning experiences can not be overlooked. If developmental students are to be successful in later collegiate pursuits, they must learn how to exist and learn in the classroom. A developmental program that ignores this is likely to find students moving on to college classes without the classroom skills necessary for success. At the same time, individualized instruction offers an opportunity to focus on each student and provide support at his/her level of developmental need.

Developing and Implementing the Partnership

UACCB has had a Learning Assistance Center (LAC) providing students learning support activities including tutoring, computer-assisted instruction, and a computer lab. In summer 1999 it was recognized that LAC student tutors were less effectively providing the same support to developmental students as Adult Education faculty were providing to their students. To improve student learning it was proposed that adult education faculty 1) provide the tutoring services for developmental students, 2) provide training and mentoring to all student tutors, and 3) develop a referral process for college faculty to refer students for specific assistance using computer assisted instruction. The proposal received support without exception.

The Adult Education faculty worked with the LAC Coordinator and the developmental education faculty to develop the daily tutoring schedule and a student referral checklist. The student referral checklist is a faculty-friendly checklist designed to give the tutor specific instructions regarding the student's needs. The checklist is designed to allow tutors to provide support through one-on-one instruction and/or computer-assisted self-paced instruction. The checklist also provides an efficient mechanism for tracking and assessing the tutoring service results.

At the start of the fall semester, all developmental students were given the Test of Adult Basic Education (TABE), which is a required test for all Adult Education students. The TABE test provides a grade level assessment that is more informative than ASSET or ACT tests. Using this test allows a comparison of Adult Education student performance with Developmental Education student performance to identify Adult Education students who are strong candidates for college course work. The test also provides faculty an opportunity to see at what grade level the student is performing. Finally, the test comes in multiple forms and can be administered again at the end of the course or the tutoring so that value-added assessments can be made. Within one week of the class visit and the administration of the TABE test, a summary of the class scores was sent to each class instructor. Finally, a follow-up letter was mailed to each student's home address during the third week of the semester to remind him or her of the program and to encourage them to seek assistance.

Students receive constant reminders about the existence of the program and encouragement to attend. Adult Education faculty have visited the classes, distributed literature regarding the classes, and followed up with a letter to the student's home address. In spite of this, many students are still reluctant to seek assistance. Developmental Education faculty play a key role in encouraging students to seek assistance, and those who refer students for help improve the attendance rate in the program.

Conclusion

Students in need of developmental education are at great risk of stopping-out of college. Colleges must work incessantly to find ways to retain these students and provide them the skills to succeed. Programs that focus exclusively on individualized, self-paced learning do not provide the student a chance to become a part of the larger college community. Programs that focus exclusively on classroom learning do not provide the student a chance for necessary individualized attention. The partnership at UACCB has the potential to offer the best of both worlds and improve the success rate of developmental students. This initiative holds considerable promise for developmental students at UACCB. In November 1999 it was decided to have the Adult Education department coordinate all tutoring on campus.

Accelerating Towards Learning and Academic Success (ATLAS)

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A developmental education program for academically at risk first year college students was successful as shown by increased grade point average, an increase in the number of credit hours of coursework completed, and significant differences between pre- and post-test measurements of personal and academic success.

Innovative Nature of Program

In response to a need to retain academically at-risk students and prevent academic suspension, University College-University of Cincinnati created an intervention program based on current student development and retention research which would aim to increase the basic academic and personal skill level of students whose GPA had fallen below satisfactory levels (below 2.0) in the student's first quarter of enrollment. Collaboration between the Student Services and Language Arts Departments, involvement of peer mentors, and a midterm early warning system helped make this innovative program a success.

Weekly Workshops

Based on professional experience and a survey of similar programs found at comparable institutions, a quarter-long workshop format was created. Sessions were to be held throughout the ten week quarter. Each session consisted of a goal setting exercise (repeated weekly), and the introduction of and opportunity to practice a new study skill. Each group of 10-15 students was led by a staff member, either an academic advisor or licensed counselor. Students were told that participation in the program was mandatory, and that they must participate.

Mandatory Quiet Study

In addition to attendance at the sessions throughout the quarter, students were required to attend 2 hours of quiet study per week. Empty classrooms were reserved and monitored with sign-in sheets. Student monitors were selected in part for their ability to serve as positive role models. This approach was added because of research showing a correlation between academic achievement (increased learning) and Time On Task.

Applicability to Other Campuses

This program is easily applied to any campus where there is an issue of study skill deficiencies causing academic achievement below satisfactory levels. The ingredients for a successful program are a sound study skills curriculum or text, dedicated staff and faculty, and coordination of classroom scheduling for quiet study tables. Involvement of peer mentors (upper-class students) can augment the effectiveness of the program.

Indications of Success on Campus

Pre and Post Test Measurement: The Learning and Study Strategies Inventory (LASSI) was used for a pre- and post-test measurement. The LASSI is a 77-item multiple choice self-scored survey that gives a measurement of student learning and study ability in 10 areas or scales with a maximum score of 40 (except Selecting Main Ideas, whose maximum is 25): Attitude, Motivation, Time Management, Anxiety, Concentration, Information Processing, Selecting Main Ideas, Support Techniques, Self Testing, and Test Taking. Upon completion, the student is able to graph their scores in comparison to national norms included with the instrument, and able to identify areas of needed improvement.

For students participating in ATLAS, in eight out of the ten LASSI scales (Attitude, Motivation, Time Management, Concentration, Selecting Main Ideas, Support Techniques, Self Testing and Test Taking), a significant increase was found in the average pre- and post-test scores for each scale using a paired t-test, α=.05. In two cases (Anxiety and Information Processing), a difference was found at the .095 and .072 alpha level.

In addition, in seven of the ten scales (Attitude, Time Management, Concentration, Information Processing, Selecting Main Ideas, Support Techniques and Self Testing), the pre-test scores showed an average below the 50th national percentile while average post-test scores exceeded the 50th national percentile.

GPA: ATLAS students show both quarterly and cumulative improvement in their GPA's on average (+.62 and +.17 respectively) as measured before their participation in ATLAS in the spring quarter of 1999 (quarterly average=1.13, cum average=1.41), and after ATLAS in the fall of 1999 (quarterly average=1.74, cum average=1.58). This shows a greater level of improvement when compared with the overall University College student population which show differences of +.06 (1.93 to 1.99) and -.08 (2.23 to 2.15) in their respective quarterly and cum averages between spring and fall.

Carried/Earned ratio: A "carried/earned" ratio is useful in determining the extent to which ATLAS students are successful in earning credit for attempted courses, which indirectly measures their progress towards completion of their academic programs and degrees. It is determined by dividing the number of hours earned by the number attempted and multiplying by 100 to obtain a percent. ATLAS students showed an improvement in this ratio from a carried/earned ratio of 58% in the spring quarter to that of 77% in the following fall quarter, after completing the ATLAS program (difference of 19%). The all-University College carried/earned ratio showed a decrease of -6%, from 87% to 81% on average.

Student Evaluations: A survey was given to each participant to assess the importance, in the students' minds, of each topic. Survey outcomes were considered in continual improvement of the program. On a scale of 1-10, the average overall rating given the ATLAS program was a 7.4.

A Place of Their Own

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Nine out of ten incoming freshmen at Valencia Community College require remediation in English, reading, or mathematics. Valencia has devoted a great deal of time, energy, and money to helping these students complete their developmental courses. This devotion owes something to altruism but much more to a healthy instinct for institutional survival. If developmental students can't succeed, we don't have much of a future. Our faculty and staff would probably outnumber our students if we only retained the college-ready student.

A college-wide task force was convened to come up with strategies to improve developmental students' success. Strategies included better coordination between campuses, an extensive program of professional development, and the creation of Student Support Centers on each campus. The Student Support Center at Osceola Campus has cultivated a distinct identity that has allowed it to be particularly successful. Osceola Campus serves an area with no department stores and two Super Wal-Marts. While we aspire to a Bloomingdale's level of service, we need to emulate Wal-Mart's success in providing customer's with a service they can embrace on the grounds of access, utility, and affordability. To push the retail metaphor a little further, we are provide a learning environment that makes *them* feel comfortable. They can get help when they need it, everything they need is in one place, it doesn't cost too much and students can be confident that they can return whenever they need to.

The Student Support Center's motto is No Appointment Necessary. Many "help labs" rely on referrals from instructors. These don't work well for two reasons. Students, living in perpetual fear of being stigmatized as being stupid, will rarely seek such a referral—it means admitting to how lost they are in class. Instructors generally realize the depth of a student's confusion too late to deal effectively with the problem.

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Students need a welcoming, warm, and risk-free environment that encourages them to ask for help without jumping through administrative hoops or asking anyone's permission. The Student Support Center is open twelve hours a day and affords just such an environment. Students can come as onlookers or participants. No grade is attached to their effort (or lack of effort), and their classroom instructor need know nothing about their participation in Student Support Center activities.

Developmental students will not get the help they need if they have to run all over Creation to get it—they need a one-stop shopping center. Developmental students share the same diversity of learning styles that characterizes college-ready students. When they come to the Student Support Center, they can be sure that they will be matched up with a level and type of service that best meets their needs.

More independent learners have relished web and e-mail services. The On-line Writing Lab (OWL) links students to web-based tutorial services and provides tips for student success. Students can also use the OWL to e-mail drafts of their papers to be checked for structure and content. Many other students come in to the Student Support Center to use the fast computers set up for their use. These are primarily designed to give students access to tutorial programs such as Skills Bank, but they are also used for word processing, checking e-mail accounts, or browsing the Internet. For many students, these high-end computers act as a magnet to help draw them in to the Center. If no one is waiting to use the computers, we do not restrict their use to purely academic pursuits. This is in stark contrasts to all the labs and support centers with "Do Not" signs littering the landscape.

Most students need personal attention, not computer-aided instruction. The Student Support Center always has a Masters-level professional available to help students on a walk-in basis. These professionals have logged in over 800 hours of direct tutorial time during the last two sessions running study groups and one-on-one sessions. The Student Support Center also serves as the center of the peer tutor service on campus. Many students feel more comfortable with one of their own, and many of the tutors are graduates of developmental classes. The tutors and professionals work together to make sure that a student gets help from someone who is friendly, sympathetic, and competent.

Osceola Campus students are typically from lower-income families and they have to know that the price is right The Student Support Center makes every effort to offer a completely free service. This operation is funded by a portion of the student activities fee that once supported athletic teams. In 1998, the college decided to forgo its athletics program and to devote the money to projects that impact a larger number of students. Thus, there is no special fee for using the center. The Student Support Center is also the only lab on campus that does not charge for printing.

To complete the parallels between a good retail operation and the Student Support Center, it is important to offer service after the sale. One of the myths about developmental students is that they stop needing special help once the system has certified them to be college-ready. In fact, it takes a long time to become a confident learner—perhaps more time than a community college has to share. At least 50% of the business of the Student Support Center comes from students who are now enrolled in college-level classes, but who were recently in developmental courses. Students are particularly anxious to get help in English Composition I and College Algebra.

Osceola Campus is a relatively small campus (3,000 students), and it has had to be innovative and creative in its attempts to serve students' needs. The Student Support Center reflects a commitment to identifying student needs and preferences and responding to them. It has become a model of a learning-centered and student-centered operation. The Center is also a model of collaboration. It is funded and staffed using the resources of all the academic departments and student services. This initiative could be adopted or adapted by other colleges. This center makes fairly modest demands on physical plant and staffing resources, but it does require a willingness to create models of instructional support that transcend traditional academic boundaries. The Student Support Center has been a success. Student surveys, faculty reaction, retention rates, and success rates all point to the center's success in giving students the help they need.

Enhancing Learning For All: A New Name and A New Focus For the LEC at Waubonsee Community College

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As a comprehensive community college, Waubonsee Community College considers developmental education to be central to its mission. Reflecting the national trend, Waubonsee has experienced steady growth in the number of students enrolled in developmental reading, mathematics and English courses. In 1999, 44.22% of students enrolled in English and mathematics courses were at the developmental level.

Accompanying the growth of developmental courses has been the rapid expansion of academic support programs and services at Waubonsee Community College. For many years, the college has provided a variety of services to students: small group instruction, drop-in tutoring, study skills workshops, computer-aided instruction, athletic monitoring, and more. In addition, Waubonsee offers a number of personal development courses encompassing a wide range of topics.

While Waubonsee has always recognized the importance of its developmental courses and academic support programs, until this past year the services available were scattered across departmental, administrative and budgetary boundaries. The lack of a single, centralized administration led to disjointed, often duplicative delivery of these critical programs.

In 1998, a task force was established to provide recommendations as to the organization and scope of Waubonsee's developmental education courses and academic support programs. The task force's goal was to centralize developmental education services and to promote access and flexibility for Waubonsee's diverse student population.

The task force, representing all areas of the college, met regularly for over a year. Rather than merely restructure the area, Waubonsee sought to establish a model program based on the latest research and established best practices. Toward this end, a great deal of research was conducted to determine the emerging trends in developmental education. The National Association of Developmental Education's (NADE) strategic plan for the future of Developmental Education served as a primary reference point and many aspects of NADE's strategic plan were incorporated in the task force's recommendations. Additionally, the Council for the Advancement of Standards in Higher Education's guidelines for learning assistance programs were incorporated into the new Learning Enhancement Center's mission statement.

A fundamental change in the structure, mission and scope of the developmental education area was formally approved by Waubonsee's Board of Trustees and implemented on July 1, 1999. The most obvious difference was the change in name from the "Academic Skills Center" to the "Learning Enhancement Center (LEC)."

The "new" name reflected the task force's recommendation that an emphasis be placed on extending Learning Enhancement Center services to all Waubonsee students. Many colleges focus their programs exclusively on providing remedial services to academically struggling students. Waubonsee's new Learning Enhancement Center has been successful in reaching out to all students, including those who are academically gifted. Small study groups and walk-in assistance have been established for upper level math and science courses. The Learning Enhancement Center's goal is for gifted students to feel comfortable seeking assistance when they need a little extra attention in a particularly difficult subject. Additionally, many of the LEC's personal development courses such as College Study Strategies, Information Strategies, and Strategies for Career Exploration are perfect for a busy student with multiple responsibilities.

Another unique feature of the revamped Learning Enhancement Center is the Mathematics Review workshops. For years students constantly complained of being placed into math classes below their actual ability based on their assessment scores. The fact is many students do possess the ability to work at higher levels, but their math skills have grown "rusty" as a result of being out of school for a period of time. Waubonsee's Learning Enhancement Center offers four-hour review workshops covering basic math, algebra, and geometry to prepare students for the assessment test. The result is truly a win-win situation. Waubonsee is better able to ascertain the academic level of the students. Students, on the other hand, do not start their college experience feeling frustration and/or resentment with regard to their math placement.

The most obvious benefit of Waubonsee's new model for developmental education services has been the centralization of services. Students are now afforded a virtual "one-stop shopping" option for developmental education services and programs. Centralization has increased communication and coordination among the various providers of services. Having a department dedicated to all aspects of learning enhancement has also had the added benefit of raising the LEC profile within the college.

Waubonsee Community College's commitment to developmental education did not end with the implementation of the task force's recommendations. A Learning Enhancement Advisory Committee has been formed to continue to promote access and flexibility for Waubonsee's diverse student population. The committee is chaired by the Learning Enhancement Center manager and meets each semester.

Taken in isolation, none of the steps implemented by Waubonsee's Learning Enhancement Center appears to be dramatic or revolutionary. However, when viewed as a whole, Waubonsee's new model for developmental education is significant. Improving access, promoting flexibility, expanding services, and raising awareness internally have all contributed to the success of hundreds of Waubonsee Community College students. Best of all, the model implemented by Waubonsee can be easily replicated by other community colleges seeking to strengthen their developmental education programs and enhance learning for all levels of students.

SECTION IV

EXEMPLARY INITIATIVES IN EXTERNAL PARTNERSHIPS AND COLLABORATION

PROGRAM AWARD WINNER

Collaborative Pilot Program To Provide Dental Sealants, Dental Services And Educational Programs To Needy Public School Second Graders

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Fayetteville Technical Community College (FTCC) is the second largest of the 58 community colleges in the North Carolina Community College System. The College trains approximately 400 students annually for careers in health-care professions, including dental hygiene, dental assisting, nursing, physical therapy assistant, and radiography.

Fayetteville Technical Community College collaborated with the Cumberland County Schools and the Cumberland County Public Health Department to develop a proposal for a dental sealant pilot program for needy public school second graders. The goals of the project are to provide dental health services and education to identified high-risk public school second graders and to provide health career awareness for them and their parents.

FTCC was awarded a grant from the Kate B. Reynolds Foundation to provide dental sealants to 300 children in the school system during the 1999-2000 school term. This is an innovative and creative approach that could be easily adopted by other dental hygiene training programs. The grant provides funding in the amount of $16,231, which supplies educational materials, dental sealant supplies, and dental aids for the children.

The overall objective of the pilot program is to reach those children who are at highest risk for dental disease. Many low income and rural families experience limited access to dental care. The dental education to be included in the program is designed to increase the knowledge of the children and their families about oral hygiene. This initiative supports the objectives of the North Carolina Standard Course of Study, Healthful Living Education, by teaching second graders how to identify health risks for their age group and by promoting healthy behaviors.

A Cumberland County Health Department dental hygienist screens the children for sealants and makes referrals to FTCC's Dental Program Chairperson. Once screened and selected, the school personnel assist in securing permission slips from the children's parents/guardians. The school system is responsible for providing transportation for the children to travel to FTCC.

The project began on September 23, 1999. By May 2000, FTCC will have provided sealants to 526 children. While the children are at the college, they participate in a tour of the Health Technologies Center and receive age-appropriate introductions to various health careers.

In the second phase of the project, FTCC's dental hygiene students will provide educational programs in the schools. Each second grader will be given a toothbrush, FTCC coloring books and crayons, dental floss, stickers, and pencils. The students will demonstrate good oral hygiene and provide information on dental health and nutrition. Parents will be invited to these presentations. In addition, the schools will receive a video series on dental health and dental sealants.

To evaluate the project, the dental hygiene faculty will conduct knowledge-based surveys among parents participating in the project with their children. The survey will assess their knowledge or awareness about: (1) dental sealants, (2) indicators of dental disease, (3) what causes dental disease, and (4) opportunities in health careers. Since students selected will be prescreened by area dental public health staff and identified as being at-risk for tooth decay, each child treated with dental sealants will have effectively reduced or eliminated their risk for developing tooth decay.

This pilot project is an excellent example of community-based collaboration between Fayetteville Technical Community College, Cumberland County Schools, and the Cumberland County Public Health Department. Benefits of this project are far-reaching. FTCC's dental hygiene students will benefit from the hands-on experience and from their educational presentations they will make at the schools. Most important, the identified at-risk second graders in Cumberland County will benefit from the application of the sealants and from the oral hygiene training they receive.

HONORABLE MENTION

Ameritech InterConnect:
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Can the Internet bridge the generation gap? Would teenagers be willing to volunteer time to help a senior citizen use a computer? Can senior citizens and teenagers learn from each other? Participants in *Ameritech InterConnect* are living proof that it is possible.

Teenagers and senior citizens in Community College District 502 are coming together at the College of DuPage (Glen Ellyn, IL) to receive information literacy instruction. The project stresses training in computer literacy, problem solving, and critical thinking, all of which provide them an edge in an ever-changing, information based society. *Ameritech InterConnect* addresses the need for high school students to use technology in such a way as to develop information literacy skills and encourage lifelong learning. This innovative project also responds to the needs of older adults. Having more limited computer skills than high school students, this program allows senior citizens to advance their skills in a non-threatening, collaborative learning environment.

An information literate person is one who is able to recognize when information is needed and have the ability to locate, evaluate, and use it effectively. These abilities have always been important to lifelong learning. However, these skills have grown more complex as the volume of available information has exploded. Access to the Internet is only one new territory to be discovered. Information literacy programs are addressing these changing needs. What is distinctive about *Ameritech InterConnect* is the cross-generational focus. Having greater technology literacy, the high school students assist the older adults with their computer skills. In return, the older adults, through their life experiences, help the teens with their problem solving and critical thinking skills.

Teenagers are recruited from the local high schools and receive training on working with senior citizens. Reasons for volunteering their time are varied. Students wanted to help older people, liked computers and sought to learn some new tricks themselves. The opportunity to gain service learning credits is also an attraction. Using these students as aides in the classroom gives them the opportunity to demonstrate their computer skills as well as allowing them to learn additional strategies for solving problems.

The lasting benefit of this intergenerational program can be seen beyond the classroom. Through discussion and completion of projects, the teens and senior citizens are learning from each other. Conversations continue during break time and after class. The teens are committing themselves to participating in additional classes and senior citizens are on a waiting list to get into the class. Working collaboratively to understand how to best use the new technologies has bridged the gap between the generations. They are united in their pursuit to learn. *Ameritech InterConnect* has the structure and definite purpose that provides the bonding that is key to intergenerational programming.

The College of DuPage is committed to information literacy across the curriculum and across the generations. We recognized a need on our campus to plan an aggressive outreach campaign targeting teens and senior citizens. Instructing these underserved populations simultaneously enables participants to learn much more than technology-based skills. The training serves as a path to lifelong learning as well as a bridge linking the generations.

This intergenerational program is funded through a two-year grant from the Ameritech Foundation.

HONORABLE MENTION

An Effective External Partnership

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In 1994, the Georgia Board of Regents established a set of Guiding Principles for system colleges and universities. One of these principles states that "The University System of Georgia shall create deep, rich partnerships with elementary and secondary schools." At the Clarkston Campus of Georgia Perimeter College such a partnership was already in existence. Eldridge L. Miller (formerly Mainstreet) Elementary and the Clarkston Campus of Georgia Perimeter College have been "Partners In Education" for over twelve years. This formal arrangement was established under the DeKalb County School System's Partners In Education (PIE) program. In the county's PIE mission statement, partnerships are established to support the school's students and teachers. The Georgia Perimeter College and Miller Elementary partnership not only supports the elementary school in this manner, but also offers an extended learning environment for Georgia Perimeter College students and faculty as well.

The PIE committee for Georgia Perimeter College, Clarkston Campus, consists of a representative from each of the academic departments, plus representatives from many other vital area of the college such as the Advising and Counseling Center, Student Government Association, Interpreter Training, Center for Disabilities Services, and Family Services. The goal of each department or area is to sponsor an activity with Miller Elementary each academic year. For many years this activity involved only GPC faculty and/or staff. In more recent years GPC students have become increasingly more involved in the PIE opportunities at Miller.

Working through PIE, the faculty, staff, and students from the Clarkston Campus of GPC have sponsored the following activities at Miller Elementary:

- GPC Foundations in Education students volunteered in grades Pre-K through 6th .
- GPC Humanity faculty conducted Creative Writing workshops for the 4th grade.

- GPC faculty and students conducted a Science Day at GPC for the entire 6th grade.
- GPC Social Science faculty and students provided Black Authors Poetry Readings in grades 1st through 6th.
- GPC Business faculty conducted a Career Day for the 6th grade.
- GPC Nursing faculty and students presented a Nutrition Awareness program to the 4th grade.
- GPC Interpreter Training staff and students taught sign language to students in various grade levels.
- GPC Mathematics, Computer Science, and Engineering faculty and students conducted a mathematics Ciphering Contest for the entire 5th grade.
- GPC Mathematics, Computer Science, and Engineering faculty presented a Fractal Generation Computer Class to the top 6th grade math students.
- GPC Center for Disability Services staff and students presented a Disability Awareness program.
- GPC Fine Arts department students performed a play at Miller Elementary.
- GPC students from the Student Government Association and Student Georgia Association of Educators sponsored a Holiday Tree Trimming party for Miller Elementary special education students.
- GPC Fine Arts faculty painted murals on the walls of the Miller Elementary library and faculty lounge.
- A graphic artist for GPC designed buttons to be used by the administrators of the school to reward good grades.
- Free admission for Miller Elementary faculty to GPC Fine Arts productions was donated.
- PIE notepads for Miller Elementary faculty were provided.
- Book illustrator, Michael White, conducted programs for the 4th grade.
- Teacher of the Year and Student of the Year plaques have been maintained at Miller Elementary.
- GPC sponsored an MLK Essay and Poster Contest for the 3rd and 5th grades.
- Miller Elementary students and families were invited to attend the GPC Family Festival.
- Miller Elementary students and their families were invited to the GPC Student Government Association sponsored Royal Hanniford Circus.
- A monetary award for the top 6th grade student at Miller Elementary was donated.
- A monetary award and Awards Banquet tickets for Miller Elementary Teacher of the Year were donated.
- An ice cream sundae party was provided to students of Miller Elementary who had the highest test scores on the Iowa Test of Basic Skills.
- Stuffed animals patterned after the school mascot were donated to be used for student awards.
- A PIE banner was hung in Miller Elementary's cafeteria.
- The donation of $500 from publishers was obtained to place books in the Miller Elementary library in memory of a former principal who died of leukemia.
- A magnolia tree and marble marker were donated to Miller Elementary in memory this former principal.

Although the Georgia Perimeter College Partner In Education program was initially designed to aid our partner elementary school, it has developed into a partnership that provides the students and faculty of GPC an opportunity to grow and learn as well.

HONORABLE MENTION

Global Partners—The Virtual Company at Rock Valley College

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The Rock Valley College Business Division is partnering with the Tech Prep program, other colleges and universities, local companies, the community, and other RVC departments to create a unique learning opportunities for students: The Virtual Company.

College and Tech Prep students at Rock Valley College (RVC) are exploring global trade, international marketing, strategic planning, and day-to-day operations in an interactive team environment. Students at both the college and high school level are given the opportunity to found, plan, and operate an international business organization. The Virtual Company is not a simulation, but a "real" business backed by a sponsoring company.

The course is not limited to only college age business students. Individuals may participate from a variety of majors, ages and experiences. In fact, students of all disciplines are encouraged to participate. This offers one more way to integrate a "real" working environment for the new "employees."

The high school students have a unique opportunity to incorporate their traditional business classes with the Virtual Company experience. They learn principles of business math and finance, office technology, and both oral and verbal communication skills. The Tech Prep program at Rock Valley College serves as a liaison-coordinator for the management of college credit, curriculum development, and contact hour requirements for the high school students.

The business division at Rock Valley College has added the Virtual Company course as a requirement for all Applied Science degrees in Business Administration. Students have the opportunity to incorporate the theories learned in their previous coursework and apply it to this virtual business situation. The Virtual Company course, serving as a "cap-stone" course for business students, allows both the students and instructors to observe the progress of learning in an application environment. Students are able to integrate and apply theory, techniques and their past experience into the implementation of the business objectives.

Currently, Rock Valley College and Tech Prep students are partnering with Century Tool and Manufacturing Company. Experts from this company, which manufactures camping equipment and bird feeders, help teach students about daily operations of an organization. Century Tool employees serve as mentors to the new company "employees" (RVC and Tech Prep students) and provide the product line the company will market and sell.

Students created a company name, "For the Birds," and developed a company and departmental vision. The students are able to visit the Century Tool and Manufacturing Company on-site. The RVC "employees" will be trained in issues of the organizational culture, marketing, finance, and management. Insights from Century Tool employee experts and examples of daily operations will serve as a model to assist with students' learning and the virtual company's evolution.

The current students will market and sell (virtually) bird feeders and similar products. Communication will be via e-mail, fax, mail and phone. Students will learn direct marketing, business-to-business marketing, international trade, operations management, and financial aspects of operating a global company.

Based on job descriptions created by the first class of students, each person is recruited and hired to fill a particular position in one of four departments: marketing, purchasing, finance, and human resources. The departments function interdependently and intra-dependently to perform company operations. Within this structure the students learn to cope with conflict, communication, problem-solving, and both short and long-term planning.

This company is interlinked with a network of more than 2500 other college virtual companies worldwide. The majority of these companies are international, so the students have a unique opportunity to buy and sell globally with their peers through e-mail, video and tele-conferencing. A Virtual government has been developed at Mercer County Community College in New Jersey. Even with a virtual company, you have to pay taxes!

Every three to five years the company will be terminated through a merger, acquisition or other means. A new local organization will partner with the students and found a new company. This allows students to build on their knowledge and offers a diversity of learning opportunities.

Future students will participate in a wide variety of industries. New partnerships with local organizations will be forged, and mentoring relationships developed. Students will learn from their successes as well as their failures. The excitement lies in every situation offering new learning opportunities. Students will create their organizational culture, and rely on team decision-making to make a profit and create good will.

Rock Valley College has created a unique classroom specifically for this course. The Rock Valley College Foundation and other cooperating departments within the college funded the classroom because of community and college dedication to career development and learning opportunities for all students. This initiative was supported internally from all of the Rock Valley team—every department and division, including academic, support and administration.

The Virtual Company classroom is designed to better facilitate a team environment and simulate an office setting. A variety of technology is utilized for the appropriate facilitation of e-commerce process. Students interact in a team environment where they utilize e-commerce and business principals learned in previous coursework to learn the varied aspects of running an international business. The class provides a living model of application for the instructor, the students and the college.

The Virtual Company is providing a unique opportunity for community, business and education partnerships. Rock Valley College has been able to partner with Mercer Community College, other college virtual companies, Century Tool and Manufacturing Company, the Tech Prep program, community leaders and students.

These unique global partnerships are allowing students to apply theory in a virtual environment incorporating the concepts that are often taught in more traditional formats. Students learn using a dynamic problem-based learning methodology that is flexible and effective in allowing for mistakes to be made, and success and failure to be a learning process. In this course theory becomes reality. Competition is a way of doing business, not a way of fighting for a grade!

Sandia National Labs—TVI Community College Partnership

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The Machine Tool Technology Program maintains strong ties with several industry partners. One such partner is Sandia National Labs. There have been many benefits to these partnerships. The industry partners know and have input into what is taught. They know that what the student has learned is what industry needs. The student benefits by knowing that his training fits the needs of industry. There is an exchange of skill, knowledge, and technology between the staff at Sandia National Labs and the TVI faculty and students. The school has also benefited from equipment and supplies donations.

Sandia National Labs and Albuquerque TVI Community College have embarked on a revolutionary new training program that will help alleviate the technical skill shortage for Sandia and the manufacturing and machining employers in New Mexico. The program is called "Mutual Education of Skilled Technologists." TVI will provide the students with the technical curriculum and provide potential candidates through its COOP program. Sandia through their Employee Development Center enrolls students, provides orientations, and tracks training at Sandia. The Manufacturing Technologies Center will provide the instructors, equipment, and laboratories in which these students will work.

The Sandia Labs team, annually, during September, interviews Machine Tool Technology students as prospective candidates for the internship that begins in May the following year. The criteria include interest in the field and scholarship in the program. Sandia Labs expects to give the students advanced concepts and accelerated assignments while in the internship. The student must be prepared for the rigors of the program. Once selected, the students undergo a formal hiring procedure that includes a security background check. This requires that the candidates be interviewed and selected nearly a year before. When cleared and hired, the students will begin the internship for the entire summer and an option for part-time work during the rest of their Associate of Science in Metals Technology Degree Program. The Machine Tool Technology Faculty maintain a training and feedback process with the Sandia Labs Program coordinator for each student.

The partnership also enables TVI to develop Cooperative Education (COOP) work sites where the student is able to work at Sandia Labs while still attending school. The student has a chance to work in a first class advanced industry atmosphere. Sandia has an opportunity to see the student's performance, enhance it, and most likely offer the student a permanent position. Nonetheless, the student has had a tremendous industry experience at Sandia National Labs, a first class facility with advanced processes and technology, before he has graduated from TVI. The partnership has benefits for all the participants especially the students.

The Machine Tool Technology program has also partnered with Sandia Labs on developing local skill standards for Sandia Labs and TVI and is referenced to

National Coalition for Advanced Manufacturing (NACFAM) National Skill Standards. TVI faculty worked on teams with Sandia Labs to develop a unique up-to-date set of standards that help TVI, students and Sandia Labs maintain high quality training.

The machine tool technology program now integrates the Sandia National Labs skill standards into their program. Sandia Labs has a skill standards-based workforce development system. With TVI adhering to the skill standards for entry level machinists, Sandia Labs has little problem considering TVI graduates for hire into their apprenticeship program. The top-level students are selected for full-time summer internships that lead to employment. The number of students in the Sandia Labs summer machinists internship program has grown from four in May 1997 to eight in summer 2000. Overall, twenty students are in the program in different stages of development.

Belleville Area College/Memorial Hospital
Voyager Summer Learning
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Background

The Non-Traditional Programs office of Belleville Area College has offered several summer open enrollment half-day children's programs for the past 10 years. It has been our goal to offer an educational summer program for children in an all-day format. Due to the demand for this service in our community, we contacted Voyager Expanded Learning to see if they could meet our needs. Voyager Expanded Learning has partnerships with the Smithsonian Institution, Discovery Channel, NASA and the Jet Propulsion Laboratories, and Polaroid.

During the summer of 1999, we offered two Voyager Summer Learning programs in cooperation with Memorial Hospital. Because of the medical content of the curriculum, we decided that working with Memorial Hospital would enable us to offer the children a well-rounded educational program.

This new program has allowed us to serve the children of parents that are looking for an all-day educational program as well as a positive classroom environment. We have been able to serve a different population of students and parents that we were not able to serve by offering only half-day programs.

Voyager Summer Learning

Voyager's mission is to increase children's knowledge base and academic performance, create an unquenchable desire to learn, nurture innate curiosity and creativity, enhance teacher effectiveness, and to promote involvement by parents. Voyager programs are multi-age grouped, which will build the children's self-confidence and leadership qualities. It allows the children to challenge themselves and others with higher level skills, encourages the children to respect one another's individuality and diversity, and teaches the children to be responsible for their own behavior and learning.

Voyager Summer Learning programs are packaged with curriculum that can be designed to meet the grades your institute designates for that specific program. The package includes a captain's journal for the instructor, a curriculum guide that includes materials needed for all the grade levels for that particular program, and a kit of classroom materials. Consumable materials are the responsibility of the institution to provide. After the program is over, the curriculum binder is returned to Voyager. Each program is revised to include recommendations from site directors and captains. Also, revisions are made to include new materials and important events that happened during the current year. Each site director is required to attend implementation training with Voyager each year. The site director then provides implementation training to the captains at their own site. Marketing materials also are provided by Voyager to use to develop materials to market your specific programs.

The content and skills of the courses offered include biology, health, medical specialties, career awareness, reading, and writing. The children received a tour of Memorial Hospital and The Eye Surgery Center. They also were allowed to watch a video of an eye surgery that was performed that morning. Eight guest speakers including an ambulance service were brought to the campus to speak to the students about the different areas of their expertise. They included:

Dr. Tony Pelezo, Emergency Physician, Memorial Hospital
Dr. Anne Stock, Chiropractor
Nurse Kathy Veleuth, The Eye Surgery Center
Dr. Kellogg, Family Physician
Ann Frillman, Memorial Aerobics Instructor
Lisa Kasten, Hospice
Med Star Ambulance, 2 EMT's

The Voyager programs allowed the children to see what careers are available in the medical field as well as what some of those careers entail.

Pre+Med, grades 3-5, students entered medical school and explored the wonders of the human body, observed an operation, and investigated the brain. They grew bacteria, set a broken bone, discovered the origins of disease, and learned about the major systems of their bodies.

Pre+Med Code Blue, grades 6-8, students started as interns and advanced to specialists. They went from a medical school to a medical center and on to a research lab. They learned how their brains produce thoughts, about mankind's combat with viruses, debated medical ethics of human cloning, organ transplants, and biological warfare, studied the body's major systems and explored the benefits of genetic research. Code Blue students ended the program with a Code Blue emergency enactment which tested the student's medical skills and knowledge.

On the final day of class, a celebration was held. Families of the students, the guest speakers, and Memorial Hospital were invited to the celebration. The students from both courses displayed their projects and performed skits to show the audience what they had learned during the two weeks.

The Non-Traditional Programs office provided disposable cameras for the instructors to use to photograph the different projects the students did. These photos will be used to publicize the program in the future. Each class presented their instructor with a photo album containing a set of the photos from their class.

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The Public Information and Marketing department of our institute also assigned a photographer and writer to publicize the program. The photos were sent to the hometown newspapers of the students.

On May 25, 1999 the Belleville News-Democrat did a feature article on the BAC's Voyager program in the Lifestyle section.

Due to the success of the Voyager program and the needs of the community for a full-day children's program we have decided to offer these programs again for the summer of 2000. The programs that will be offered will include Discovery Channel Pre+Med ER, grades 3-5; Smithsonian National Space Command, grades 3-5; Time Warp Egypt, grades 2-3; and Time Warp Greece, grades 4-5. Memorial Hospital has consented to be a co-sponsor again for the coming summer.

The National Vocational-Technical Honor Society And Blue Ridge Community College: A Working Partnership

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The Background

What does the headquarters of a national organization that recognizes top rated vocational and technical students have in common with a small community college in the mountains of Western North Carolina? For the National Vocational-Technical Honor Society and Blue Ridge Community College the answer is, "a lot."

The Honor Society is a non-profit organization, founded in 1984, whose purpose is to recognize and serve the highest achieving students in vocational and technical education programs. In 1998, after inducting 25,000 members and chartering 1,500 local chapters, the Honor Society outgrew their Spartanburg, South Carolina, national headquarters and had to relocate. That same year, Blue Ridge Community College was busy strengthening its vocational training programs. It had recently graduated 174 students in applied health, business occupations and vocational areas. The College had outgrown its own workforce training space and had constructed a new applied technology building to put more vocational programs under one roof.

The College quickly became aware of the Honor Society's space needs by way of a long-standing relationship between Allen Powell, the Honor Society's Executive Director and Co-founder, and Donald Shoemaker, the College's Dean of Student Services, who was instrumental in chartering a Honor Society chapter at Blue Ridge eleven years earlier. It was not by accident that discussions began about the possibility of locating the Honor Society's headquarters on campus. The initial attraction for the Honor Society was that they needed new offices and the College had space available. They also were drawn to the idea of a true campus environment. The College liked the prestige of having the home office of a national headquarters on campus but felt that more tangible benefits would soon follow. It didn't take long for both parties to visualize the benefits of a partnership. In October of 1998 Allen Powell moved his headquarters and staff of six to Blue Ridge.

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An Innovative Relationship

The College had never before been a partner with an independent national organization. In fact, such relationships are seldom seen on community college campuses. Several other non-profits had offices at Blue Ridge but they were all recognized local service agencies. The Honor Society was totally unique by comparison. What became the foundation of the partnership was the Honor Society's mission: encourage scholastic achievement and skill development, promote leadership and character development, reward excellence in workforce education, and maintain partnerships with business and industry. This combination of promoting excellence in the workforce and the strong relationship with industry was a natural fit with the College's mission of training the workforce and with its own economic development programs.

The College did not perceive the Honor Society as just another "award factory" but instead saw it as a growing and forward-thinking organization whose staff was continually looking for new ways to serve its constituents. For example, the Honor Society's latest challenge is to help industry find good leaders to fill the void left by retiring baby boomers and to find trained workers who can function in the new "self-directed work team" environments. The College was attracted by this combination of vision and commitment.

The Benefits of Collaboration

The presence of the national headquarters on campus has already paid dividends. Prior to 1998, Blue Ridge's local chapter of the National Vocational-Technical Honor Society had been relatively passive. Today that chapter is extremely active; membership has grown by over 400%; and they have taken on new projects and fundraisers. A year ago the induction ceremony for new Honor Society members was sandwiched in with other awards ceremonies. Now it is a stand-alone event with special significance to the inductees, their families. and the College faculty.

When the Honor Society came to Blue Ridge, their staff quickly immersed themselves in College activities. They hosted meetings, made campus-wide presentations and even hired four students for College co-op programs in their offices. The Honor Society staff is even involved in College recruitment. They have sponsored on-campus receptions for high school students to expose them to different career options and to show how being an Honor Society member can put them on the fast track for a good job. The Honor Society has also been generous in making $3,500 available in vocational training scholarships so students at seven area high schools can attend Blue Ridge Community College.

The Honor Society has gained more from the partnership than just new office space. What they found on campus was a dynamic training environment. To keep abreast of what employers are looking for in worker skills and education, Honor Society staff must stay in constant contact with human resource officials and industrial recruiters around the country. It is therefore essential for them to observe first hand how the students are being trained for today's workforce. Executive Director Allen Powell says that he need only walk down the hall to observe the latest high-tech computerized machine training; converse with faculty in the nursing program; sit in on a computer class; or watch a welding demonstration. It should be no surprise that each semester everyone on the Honor Society staff takes one course at the College.

Adaptation for Other Institutions

Across the country there are perhaps 500 or more professional societies or scholastic organizations that have chapters at educational institutions. Many of these organizations are growing or are in transition and will be looking for new homes. As a case in point, the Honor Society itself is considering opening a western field office. Few community colleges have been aggressive in developing partnerships with national organizations but opportunities do exist.

Community colleges should look closely at their existing professional affiliations. They should focus on national, regional or state level professional organizations whose mission compliments that of the college and whose activities will benefit the college. They should strengthen these associations by enlisting staff, faculty and students. Finally, they should plan ahead and be able to act quickly when a partnership opportunity arises.

Collaborative Pharmacy Technician Program Via Distance Education Initiative

Bossier Parish Community College and Delgado Community College

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In a spirit of collegiality, Bossier Parish Community College (BPCC) in Bossier City, Louisiana, and Delgado Community College (DCC) in New Orleans, Louisiana, proposed, developed, and implemented a cooperative Pharmacy Technician program for delivery through the use of two-way interactive video. While separated by 350 miles, the colleges each have colleges of pharmacy within close proximity of their institutions. The University of Louisiana - Monroe College of Pharmacy and Xavier University College of Pharmacy (New Orleans) were supportive in the development and implementation of this program at the respective area community colleges. This is the first approved Pharmacy Technician program in higher education as well as the first collaborative program of its kind utilizing compressed video in the state of Louisiana. This program simultaneously addresses the needs of the students and the needs of the medical community as well as preventing the unnecessary duplication of academic programs.

With the passage of Chapter 8 of the *Professional and Occupational Standards of the State of Louisiana* (R.S.37:1178) in October of 1997, certification requirements for pharmacy technicians were established. Approximately 2600 pharmacy technicians were "grandfathered" into the profession; however after the spring of 1998, grandfathering was no longer an option. Certification was required through the completion of a Louisiana Board of Pharmacy-approved program for pharmacy technicians. In view of these new requirements, BPCC and DCC each determined there was a need for a Pharmacy Technician training program in the higher education setting.

Each college worked independently to submit the Pharmacy Technician program proposals to the Louisiana Board of Supervisors for State Colleges and Universities and the Louisiana Board of Regents (BoR) during the 1998-1999 academic year. During the proposal phase, BPCC and DCC personnel began discussions about the possibility of developing a collaborative program utilizing new distance learning technology provided to all public colleges and universities by the BoR. It was determined that the use of such instructional media would decrease costs, utilize new technology, and make the pharmacy technician professional courses in the program available to other colleges and universities in the state via compressed video in the future. Both boards approved the programs in spring 1999. The programs were implemented on each campus for the 1999-2000 academic year.

The BPCC/DCC Pharmacy Technician Program is a one-year certificate program, which incorporates academic and clinical education in pharmacy practices. The program includes academic instruction in human anatomy and physiology, medical terminology, and elemental chemistry. Professional courses include instruction and training in pharmacology, pharmacy calculations, preparing and dispensing drugs, and classification of drugs. In addition, emphasis is placed on administrative skills, pharmacy law and ethics, and inventory control. The curriculum content, including didactic and clinical education, provides excellent preparation for employment as pharmacy technicians. The core academic courses are taught using traditional instructional methods at each institution. The professional lecture courses are delivered through the use of compressed video in an electronic classroom setting. The professional laboratory courses are taught in a laboratory setting on each respective campus. BPCC and DCC have shared in the responsibility for development, delivery, and evaluation of each professional lecture course. In addition, the colleges have also shared in the selection of textbooks, development of pharmacy technician laboratory exercises, determination of appropriate laboratory equipment, and development of clinical sites and evaluations.

The professional courses which are shared between the two campuses via compressed video include: *Pharmacology for Allied Health, Pharmaceutical Dosage Calculations & Measurement, Introduction to Pharmacy, Pharmacy Practice I, Applied Clinical Pharmacology, Sterile Products, Pharmacy Practice II, Trends in Pharmacy,* and *Pharmacy Seminar.* BPCC and DCC reciprocate in the sending and receiving of these courses. Each student is enrolled at his or her respective institution. Tuition is paid and credit is received at the college at which the student is enrolled. Course numbering at each institution is essentially the same. Each institution maintains its own tuition and fee structure. There is no additional cost for delivery of the compressed video courses because the two institutions have agreed to share equally in the number of courses that are being received and sent with no exchange of funds.

The goal of the cooperative pharmacy tech program is to provide the healthcare community with quality pharmacy technicians for the retail and hospital clinical pharmacy fields utilizing distance learning technology. As pharmacists are required to devote more time and effort to patient consultation, the need for qualified pharmacy technicians continues to increase. The pharmacy technician is rapidly becoming a well-defined position in the pharmacy setting. Upon successful completion of this collaborative program, our graduates will be eligible to take the national certification examination administered by the Pharmacy Technician Certification Board (PTCB). The first class of 15 students will graduate in May 2000.

BPCC and Delgado were recently awarded a Distance Learning Initiative Grant for $70,000 by the Louisiana Board of Regents. The Board of Regents recognized the innovative and collaborative efforts of BPCC and DCC in using distance learning technology. The grant enables BPCC and DCC to expedite the development of a quality educational program for Pharmacy Technician training. The grant has provided financial resources for equipment, staff and faculty training, temporary clerical and technical support, and consultation to assist in program development.

Through the support of the college personnel and the BoR grant, BPCC and DCC intend to make the Pharmacy Technician program available by the Louisiana Compressed Video Network to other post-secondary institutions throughout Louisiana by the 2000-2001 academic year. Continuation of this collaborative partnership will allow for quality, innovative training for Pharmacy Technicians students throughout the state of Louisiana.

Professional Pathways

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Innovation

Professional Pathways is a unique collaboration among the Farmers Branch Chamber of Commerce Corporate Council, the Carrollton-Farmers Branch Independent School District (CFBISD), and Brookhaven College. The Corporate Council, citing the growing shortage of skilled workers for area industry and business, initiated a meeting in May 1997 with the school district and college representatives. The initiative rapidly evolved into a Professional Pathways breakfast meeting with area employers and resulted in clearly defined expectations for employers and educators. The Professional Pathways board includes business and industry, college, and school district representatives as well as university participants for the Alliance of Higher Education. The collaboration has continued through changes in superintendents, college presidents, and volunteer leadership.

Creativity

Professional Pathways is a unique use of "outside-in" planning. It began with business and industry needs and responded with an integrated approach to meeting those needs. The far more typical pattern in these efforts is for the education enterprise to develop a program in isolation and then attempt to sell its benefits to outside resources. Professional Pathways are grown through continuous collaboration, alignment of interests and needs, and an insistence on creating a new whole rather than a tenuous linkage among separate and competing interests. The ability to evolve, to change leadership, and to maintain focus on the ultimate goals for increased opportunities for all students and for the community at large is testimony to the organic nature of this effort.

Cost Effectiveness

Cost savings are numerous. Over 25,000 students are gaining the advantage of a head start on a college education with fewer missteps in career choices. Parents and teachers are receiving consistent information and support for career awareness and opportunities. Business and industry have the opportunity to "kitchen-test" potential employees at the high school and college level, resulting in more informed and lasting decisions on both sides, employer and employee. The community college has gone from being a second or third choice for education to a very cost-effective investment for the first two years of college or an excellent way to prepare for technical professions. The college's ability to quickly tap the network of business and industry professionals significantly reduces the time to prepare new programs such as the one just being developed in logistics.

Replication

The Professional Pathways model is being exported to all areas of Dallas County as well as throughout the state as the school district and college provide information in various conferences. The model of "growing our own" by (1) investing in the development of career resources and awareness throughout the educational system and (2) having access to substantial involvement by future employers, can be adapted anywhere there is a shortage of skilled workers, a concerned employer base, and a responsive school district and college.

Success

Outcomes include a complete overhaul of the CFBISD curriculum to include career awareness activities and explorations from kindergarten through high school, hiring of a Professional Pathways coordinator by the school district, increased dual credit offerings at the high school level, school-to-careers grant funding ($348,000) plus additional private dollars for program development, shared development of biomedical and communications training, initiation of career academies for the summer of 2000, and shared in-service events. The Pathways Board meets monthly and is a continual source of program and resource development for the entire area. Most recently, the board sponsored an "update breakfast" for area civic, government, and business leaders that will bring additional internships, field trips, and job shadowing opportunities. The combination of relationships among business, school district, and college has become the model for other school to career efforts in Dallas County.

The rapid acceptance of Professional Pathways as the means to ensure "opportunities for all students to explore interests and abilities and to make informed educational and career choices" is indicative of the perceived value to the community. Mr. Jeff Hannon, board chair and director of materials and facilities for Dallas Semiconductor, described the innovation in these terms: "This high-powered partnership promotes 'Learning on the Go': a realistic way for our community's human resources to stay apace with the incredible expansion of knowledge and technology in our world today. Professional Pathways empowers this community to seize leadership in economic growth and the realization of human potential."

Professional Pathways is entering its third year with significant funding, with business and industry support, and with educational programs. It is being used to connect other developments such as the new short-term intensive training programs at Brookhaven College with GED graduates and with students interested in entering the world of work immediately. The continuing high employment rate in northwest Dallas County has solutions in the pipeline to address worker shortages. Support for scholarships and additional program development is increasing.

Butler Affiliate Libraries Partnership

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History's famous and respected thinkers have left us their words of endorsement for cooperative partnership arrangements. Thomas Hood (*The Last Man*) wrote, "when was even honey made with one bee in a hive?" Such words of truth have sought to offset the cautionary position of twentieth, and now, twenty-first century doubters who explain that what begins as a partnership fails because it turns into competition between original partners. Apparently those who planned for improved and expanded library services for Butler County Community College students followed Hood's optimism when establishing the College's Affiliate Libraries Partnership.

The mission of Butler County Community College states that the College "...exists to develop responsible, involved lifelong learners to contribute to the vitality of the communities it serves." Using this as a guide, the L.W. Nixon Library, on the College's main campus at El Dorado, the Andover High School library (17 miles away), and the Rose Hill High School library (29 miles away) have for nearly seven years been in partnership providing a wide range of meaningful, up-to-date library services to Butler students, faculty, and other customers.

In the early 90's, Butler entered into agreements with both schools that included funding for evening, weekend, and summer session personnel and the furnishing of current information resources. Since then, this partnership has, in stages, adjusted and grown in response to students' needs. Much of the progress has been associated with the rapid incorporating of technology into the area of library information services.

College faculty teach at many off-campus locations. Two sites, in areas of rapid growth, are the Andover and the Rose Hill high schools. In both locations, Butler occupies one wing of the school building with administrative offices and classrooms. Enrollment in classes at Andover and Rose Hill is much higher than at other Butler off-campus sites.

Ten years ago there began a concern that the college library would be unable to serve the steadily increasing number of off-campus students. Predictions indicated off-campus students would, by the late 1990's, include those enrolling in on-line courses. Although these students wouldn't be coming into the library setting, they would still require library information services.

Administrators and librarians from Butler County Community College and the Andover and Rose Hill schools agreed that all Butler students, whether in-house or at their homes or other remote locations, could receive prompt and meaningful library information services if the three libraries would establish a partnership. Operative by 1994, the partnership has worked successfully for all involved. Credit for this goes to the planners for *keeping it incredibly simple.*

All libraries have continued to serve their primary populations without changes. For the Nixon Library, this means college students. For Andover and Rose Hill, this means high school students. Each library extends full services, complete with individualized assistance, to *all* students. High school libraries began serving Butler students. Nixon Library had historically served all non-college customers, and has continued this practice. An added point focuses on the many Butler students who take classes at one of the other 25 (this figure varies by semester) off-campus sites, or who take an on-line course. All three libraries provide distance library services for these students, utilizing telephone, facsimile, e-mail and regular mail as ways of accomplishing this.

The Nixon Library, as the coordinating, central library for the partnership, orders the database and print resources that annually go to each affiliate. Also, it assists with matters related to student services and operations, including loaning of resources to support courses being taught there.

As to governance, each library director remains in charge of his/her library. Butler students follow rules of the library they are using. If exceptions appear necessary, the student and library director at that site usually work to a solution. If the Nixon Library is needed as a part of the solution, it is contacted by the other site's library director.

Because the College maintains offices at Andover and Rose Hill, each location has a site director. It is the site director who works with the library director at his/her location to establish, every semester, the library's schedule of "open hours." Also, the site director works with that library director for the hiring of replacement library personnel.

Effective communication for supporting this partnership is *frequent communication.* Library directors and staff from all locations communicate via telephone, facsimile machine, e-mail, and surface mail. Communication also takes place between each site director and that site's librarian and school principal, and each site director and the director of Butler's library services. And at Butler County Community College, communication about student library services continues upward on the organizational ladder.

The partnership of Butler County Community College's L.W. Nixon Library with the Andover High School and Rose Hill High School libraries has succeeded. Surveys, including those of graduating Butler students, support this. Those who work in the three libraries to provide the services enthusiastically endorse the partnership.

Had there been lengthy memorandums of understanding and complicated governance schematics drafted by the college and school districts at the outset, Butler's Affiliate Libraries Partnership might have diminished and turned into a competitive picture of "ours versus yours." Instead of that happening, the 8,394 Butler County Community College students currently taking classes on the El Dorado campus or at one of the off-campus locations, including students taking on-line courses, are receiving full library services through one or more of the partnership libraries. Because of combined resources, students benefit from having access to more on-line periodical and specialized databases, desktop databases, books, hard copy periodicals, microforms, and videos. Identical benefits are available for senior high students at Andover and Rose Hill, faculty and staff and administrators at all three locations, and for community residents who utilize those libraries.

It isn't known whether one bee ever succeeds in making honey in a hive. It is known that three libraries in partnership, with a short list of rules and administrative support, produce expanded, up-to-date and ever-improving student library services. Butler County Community College's Affiliate Libraries Partnership is proof positive.

Golden Grizzly Ambassadors Program

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The Community Education program at Butler County Community College serves our constituents in a variety of ways. Life Enrichment is one of the programs designed to provide activities for the senior citizens of our service communities. Each Tuesday throughout the year a program is planned for the members to include activities, speakers, and enrichment opportunities. Additional activities may include day trips in Kansas as well as longer trips to various locations throughout the United States. There are approximately 278 members who support this program with their attendance.

The Golden Grizzlies (the college mascot is the grizzly bear) is made up of 31 members of the larger Life Enrichment group who volunteer to provide services to the college and students when the need arises. Occasionally, they have helped with city and K-12 events, but their primary emphasis is in supporting the college. These retired volunteers are willing to do most anything requested of them. Some ways they have helped in the past are in labeling and sorting mass mailings, serving as guides and scorekeepers for the Water Festival (annual science event for K–8 students), assembling sack lunches for college inservice activities, serving as scorekeepers and timers for the Scholar's Bowl, assembling materials for mailing to 500 full and part-time faculty, helping with special events in the college library, acting as patients for first semester nursing students, sharing their lifetime experiences with both our students and those in K-12, mentoring young people for Butler 2000 (a summer program for middle-school at-risk students), serving as host/hostesses for the endowment Banquet honoring scholarship students, and decorating a large Christmas tree which the students greatly enjoy. Two new projects this year directly involved contact with our students. Three weeks after the beginning of the fall semester, the Golden Grizzly Ambassadors called each of the new full-time freshman students to inquire about their experiences and to determine any problems they might be having. This program was a rousing success with the students who feel they have found a school that made the time to make sure that the semester was beginning in a good way for them. The second new activity was to act as greeters the week before the beginning of the spring semester at our largest attendance center as students hurried in to enroll. In the past, the experience of that week had been traumatic for students and staff alike, but the addition of this group of pleasant, enthusiastic volunteers helped to make the experience easier for all involved.

Along with a pat on the back and a hearty thank you, the Golden Grizzlies earn other recognition for their ready assistance. After volunteering in three events, they receive a BCCC lapel pin. The next three events earn them a BCCC mug. For an additional three events, they receive a BCCC purple polo shirt. Once the Golden Grizzlies earn shirts, they wear them to each event for which they volunteer. They are also included in the college staff recognition programs. Many of them have received institutional recognition through the college's "Great Grizzly Deed" program.

Since the beginning of the program, 31 members of Life Enrichment worked as Golden Grizzlies. These 31 members have volunteered for a total of 51,965 hours. If these services had been completed by paid staff at a wage of $5.75 per hour, the cost to the college would have been $298,708.75. Besides the financial saving, this program has created a unique relationship between members of the Golden Grizzlies and the students and staff of Butler County Community College. As one Golden Grizzly expressed it "I didn't retire to just sit and rock. I want to be productive." Through programs such as this one, both groups have gained mutual respect and friendship for each other. Together we will explore other avenues of cooperation. Butler County Community College can't thank these wonderful volunteers enough!

Opening Doors to the Future Together

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The active partnership between Central Florida Community College and College Park Elementary School reflects the strong commitment the college has taken toward the overall improvement of education in Marion County. With a focus on the delivery of a seamless educational experience for the entire community, the college has become active at all levels of the elementary school

By designating a College/College Park Liaison, whose responsibility it is to coordinate all collaborative activities, there is a visual presence on the College Park campus. Faculty, administrators and students interact with the liaison through on campus projects as well as opportunities afforded the elementary population on the CFCC campus.

The liaison is a member of the School Advisory Council (SAC) and attends monthly meetings. The SAC is the governing board of the school and has been charged with participating in the development and implementation of the school, as well as, district-wide school improvement plans. The liaison has devoted both time and expertise in the writing of the plan. Because of the post secondary perspective, the plan includes an emphasis on career exploration, planning, and the philosophy of a seamless educational system. The concept of preparing for the workforce, regardless of the particular level of education a student achieves, is evident in both the goals and recommendations of the school improvement plan.

With a continued commitment to the overall performance of all students, the college has provided 20 tutors, devoting a total of more than 1000 hours to students in both reading and math. The college students are those who are currently studying to enter the field of education, and are trained in their college class to be effective in their endeavors. In addition, through active participation in Junior Achievement, the college acts as "teacher for a week" in the classroom, teaching about jobs, the community, and responsibility.

Studies show that the more involved in and informed about a child's education a parent is, the greater the degree of success the student will enjoy. Realizing that, CFCC has provided printing services of the monthly school newspaper in order to enhance communication between College Park and its parents. The newspaper, which is sent to all parents, shares upcoming events, test days, and special student awards. It bridges the gap between the school and families that are often unable to visit the school as often as they would like.

Because of the proximity of the elementary school to the college campus, the college has been able to offer several cultural activities to their younger learners. Christmas productions of "Dance Through Time," the traditional train exhibit at the Webber Cultural Center, the musical presentation of the Lowe Family are examples of the cultural events which the students were able to attend. Because the demographic profile of College Park includes the lower economic portion of the general county population, it is especially significant that these youngsters have access to cultural events that they might not ordinarily see. With the focus on educating the whole child, these events take on special meaning.

U.S. Representative J.C. Watts of Oklahoma was a part of the celebration of Black History Month on the CFCC campus. Students from College Park Elementary, as well as other area schools attended a motivational and informative seminar given by the Congressman. His role and the role of the citizen in government and the importance of freedom were topics of the speech. Congressman Watts also spoke of his background and the events and people that helped to shape his life. A wonderful opportunity for these students!

Throughout the year the liaison helped to coordinate additional events with College Park. They included the Friends Holiday Party in which third graders performed a special Christmas program for the CFCC Foundation committee, the First Annual College Park Family Services Night, and the Grandparents and Family Literacy Program. A partnership with the local AARP has been established providing tutors from the organization to students performing below grade level.

Because of the strong commitment Central Florida Community College has made to the community and to College Park Elementary, specifically, it is viewed as a true center of life long learning and community improvement. It is an example of true servant leadership. As CFCC dedicates time and resources to this special part of the community, the entire community is enriched. Truly an exemplary initiative!

Colima Exchange Program

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Within the first decade of the new millennium, the population of Texas will be predominately Hispanic. Mexico is already Texas' major trading partner. These facts, combined with the advent of the North American Free Trade Agreement and with the dramatic rise in the Hispanic population of the North Texas area, suggest both the economic and social importance of understanding and collaborating with Texas' southern neighbor. In 1996, in response to this need for mutual understanding, Collin County Community College (CCCC) and the University of Colima (UC) began a unique student exchange program tailored to the needs and resources of each institution. In light of the disparate economic conditions that prevail in Mexico and in the United States, and in light of the often limited funds and language training of community college students, two-way exchange programs with Mexico are rare—even in Texas. Thus the Colima Exchange Program might serve as an example of what can be done with the proper institutional and community support and with a willingness to overcome apparent barriers to success. Such an approach has led to the creation of an effective, affordable program in language and culture between two very different institutions and cities, which have been drawn closely together for mutual collaboration.

The program developed at CCCC for the students from UC is five weeks in length. To permit creativity in the design of coursework, avoid complications with visas, and avoid the expense of out-of-state tuition, courses are given through Continuing Education. Thus, in lieu of college credit, Colima students are given a Certificate of Completion together with a letter of reference, which has significantly enhanced the Colima students' career prospects both in Mexico and in the United States.

Designing new courses in English writing, grammar, and intercultural communication for the Colima students provides faculty with an opportunity to further their own cross-cultural understanding. Moreover, the faculty has developed a network of "Conversation Partners" for students, soliciting volunteers from classes in Humanities, Speech, Sociology, and Spanish who not only help students learn spoken English, but who also become acquaintances and friends, enriching the experience of the Colima and CCCC students, and infusing an international spirit into the larger student body. The College also provides additional help in English through its "Access" office, another source of contact with American students.

In addition to cross-cultural coursework, "Conversation Partners" and tutors, the College provides excursions to locations that exemplify aspects of the American or local culture or history: the Stockyards of Ft. Worth, the Dallas Museum of Art, the world headquarters of the JC Penney Corporation, the State Fair of Texas. UC students also sample ice skating, professional baseball, and western dancing. These excursions are also attended by faculty, conversation partners, college staff and other new friends, including students who have participated in the University of Colima's program in Mexico.

But perhaps the key to the success of the program at CCCC is the participation of the local residents of Collin County. Each summer, in increasing numbers, residential host families volunteer to host Mexican students in their homes, providing without charge the necessary food, shelter, and transportation for the five-week period. In addition, host families often entertain the group of Mexican students and their widening circle of American friends, at events such as ice cream socials, hamburger cook-outs, barbecues, and swimming parties. Many international friendships are cemented at these events, and the host families themselves form close relationships with one another that last long after the summer has ended. The host families are perhaps the primary teachers both of English and of American culture in the program.

In contrast to the five-week program at CCCC, the program designed for American students in Colima spans an entire long term of 16 weeks. Even through the program involves immediate and almost total immersion in Spanish, students are admitted upon completion of only one year of college-level Spanish. Thus, during their first eight weeks in Colima, students take the equivalent of a second year of Spanish, at which time they are prepared to enter the cultural, historical, or business portion of their coursework. At this point all students take a course in Mexican Art and Architecture, a course comparing Mexican and American culture, and either a course in Mexican History or in business, with a focus on Mexico and Latin America.

The course in Mexican Art and Architecture sponsors laboratory field trips to the many historical and art museums in the area, nearby colonial cities and villages, ancient burial sites and to the historical district of Guadalajara together with a week-long excursion to Mexico City.

For students who require additional help in Spanish the unique social service feature of the Mexican University system provides them with unlimited, cost-free tutoring.

Courses taken by CCCC students in Colima bear CCCC titles and course numbers and adhere to CCCC generic syllabi. They are transcripted by Collin County Community College rather than the University of Colima. Colima faculty teaching these courses are official employees of CCCC, and meet all state and SACS criteria. This system has several advantages:

1. CCCC students may apply to CCCC for financial aid for study in Mexico.
2. The program qualifies for funding from the State of Texas.
3. No foreign transcripts need be evaluated.
4. Transfer of courses from CCCC to any other state college or university in Texas is guaranteed.

To date, the Colima Exchange Program has involved more than 100 students and has been successful—both in Collin County and in Colima. The Spanish proficiency of CCCC students upon return from Colima increases a minimum of one full step on the nationally-recognized ACTFL scale; student and host family evaluations of the Exchange Program are highly positive; community/student involvement in the program continues to increase; and the program's founder, Dr. Gerry Perkus, was recently given the CCCC "Ambassador's Award" for contribution to the college.

Moreover, CCCC and the University of Colima have recently agreed to waive all tuition and fees to students from their collaborative partner who wish to continue their international studies after their participation in the exchange program has ended.

Maury County Education/Community/Business Partnership

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The Maury County Education/Community/Business Partnership was organized in 1997 in response to community awareness of the need to better prepare students for work force requirements. Before its inception and throughout its existence, the President and designated staff of Columbia State have been involved with business and industry, community organizations such as the local economic and community development alliance, and K-12 educational leaders to develop the vision, mission, and organizational structure of the Partnership. Through the Partnership, the college has emerged as a major resource in development of a workforce development plan by bringing community groups together and facilitating dialogue to identify community education and training needs, and workforce development goals.

The primary benefit of the Partnership has been the creation of a culture of open communication and cooperation between college staff and faculty, public and private K-12 schools and the business community. Creativity in matching Columbia State faculty and staff to areas of interest and expertise has also greatly contributed to the success of the Partnership. An increase in the level of involvement of the college community in workforce, community and economic development efforts of the Maury County community has resulted. This new culture and resulting relationships have fostered successful collaboration in support of many Partnership initiatives. These include:

Educational Programs and Services

Columbia State faculty and staff assisted in several curricular improvement projects such as co-sponsoring a community wide needs survey utilizing the Daggett Leadership Center model. The purpose of this survey was to determine community perceptions regarding curricula emphases for use in curriculum alignment efforts. Concurrently, college staff and faculty assisted in development of four career cluster areas, participated in the K-12 curriculum mapping project, and supported curriculum alignment efforts in response to current and future local work force development needs.

Student career development efforts were also supported by college staff who co-sponsored and participated in the annual 8th grade Career Fairs, representing careers in higher education. The college also developed a new Career Services Center in cooperation with Partnership school-to-career grant funding.

Technical Assistance

Columbia State staff have provided many technical assistance functions in support of Partnership efforts. The college provided socio-economic data that aided in planning Partnership programs. Research staff assisted in the design and analysis of Partnership teacher and employer surveys. Staff researched and shared information about model programs and practices piloted in several projects. Finally, college staff led the Grants Management Team that coordinated planning and grants writing resulting in more than $350,000 of Education Edge funding in support of Partnership projects and initiatives.

One of the most recognized college contributions has been in the area of Professional Development. These efforts have been designed and implemented in support of Partnership goals and strategies. Activities such as Summer Faculty Internships (9 college faculty or 25% of total participation for two year period), coordination of Summer Institutes in Technology and Math for Middle School Teachers (50+ teachers participating over two year period), and hosting of community educational events relating to work of the Partnership have assisted in a rapid implementation of programs.

College staff created and facilitated a national award-winning project, the Teacher Think Tank, which has provided leadership and problem resolution training to 60+ teachers participating over a two-year period. The Think Tank groups have also provided an excellent communication forum between teachers representing each school and the Director of Schools. A team of college staff developed and implemented Leadership Training Modules in conjunction with other Partnership consultants for Board of Education principals and administrators, Think Tank teachers, counselors and student organizations which addressed Personal and Interpersonal Leadership topics. This same team will facilitate a summer 2000 Institute for all completers to introduce Organizational Leadership topics and strategies based on the work of Dr. Stephen Covey and other noted authors. Columbia State is a certified Covey Leadership Center facilitating institution. The college's leadership in this area has helped facilitate school change.

Columbia State Leadership Activities

One of the unique contributions to the project has been the broad spectrum of leadership provided to the effort. This has ranged from Presidential leadership on Partnership Executive Steering Committee, providing a designated staff person within the college to be primarily responsible for Partnership development, and leadership of several Partnership Teams and Project Committees by college staff. Broad participation of 25+ staff and faculty in Partnership retreats and subsequent teams assisted in the development of Partnership vision, goals, action plans, and implemented projects.

Replicability/Sustainability

Each of the work items and outcomes are easily replicable if post-secondary institutions commit staff time and resources in support of similar community-based Partnership initiatives. A listing of participating Columbia State faculty and staff is available to assist other institutions and partnerships in implementing similar activities. Templates exist on some work projects that can also assist in replication.

Creativity in matching Columbia State faculty and staff to areas of interest and expertise has also greatly contributed to the success of the Partnership. An increase in the level of involvement of the college community in workforce, community and economic development efforts of the Maury County community has also resulted.

Seamless Transition Strategies for All Students

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Community College of Allegheny County has a unique external partnership involving the administration of the CCAC Placement test, juniors at local high schools, the parents of the students, and the teachers at the participating high schools.

At the request of the high school administration and with the permission of their parents, local high school juniors and seniors are administered the CCAC Placement test. The Placement test measures student ability in English, mathematics and reading. This process is offered to all students because the CCAC Placement Exam is very similar to other college entrance exams. Students will be able to experience an entrance exam testing format and receive an assessment of their readiness for college. A review of the test scores, used with other information, will enable appropriate school personnel to determine the ability of any student in the above referenced academic areas.

If the placement test is administered in the first semester or early in the second semester of the junior year, the guidance counselors can use the results to the student make better informed decisions regarding course selection for the senior year as well as assist in the post secondary educational planning.

In a pilot school the disseminated test results are being used by high school personnel as a tool to enhance existing curriculum. They have added two courses to the curriculum and will now require all students to take four years of mathematics for graduation.

The (2) two courses added after the evaluation of the CCAC Placement test results are:

Math Applications was developed to address Algebra Fundamentals and review Basic Math for students. The students and parents responded to our recommendations and 76% of the senior class enrolled in a fourth year of Math; the previous average was 56%. The students who participated in the Math Applications showed significant improvement in their skill levels; the results indicated that after completing the course:

74% had no math deficiencies
23% were deficient in algebra
3% were deficient in algebra and math

The other increase that is documented is the increase in the number of females who are taking higher level math courses in their senior year. In 1998-99 this number was 16 and in 1999-00 this number increased to 26.

Writing for College was designed for students who need help primarily in the area of English. This is a one semester course and is now required for all seniors.

The new courses were designed and are used to help meet the goal of having all students prepared to start their post secondary career without needing remediation courses.

The purpose of this initiative is to involve students, parents and school personnel in the placement testing process that can be replicated by other colleges. With the inclusion of additional academic courses at the high school level we are helping to ensure academic success by all students who choose to pursue a post-secondary educational experience.

Partnerships for Expanding Higher Educational Opportunities In Recreation, Parks, and Leisure Studies in Maryland

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This submission explains two partnerships between two unique and respected universities, Indiana University at Bloomington and Frostburg State University, and The Community College of Baltimore County, a LearningFirst institution. These partnerships provide students with the opportunity to continue studies for a Bachelor of Science degree in two areas of professional recreation and parks preparation that have not currently been available in the Baltimore suburban area in over thirteen years.

Partnership 1 — Indiana University-Bloomington Therapeutic Recreation Bachelor of Science Degree

Since 1964, the Catonsville Campus of The Community College of Baltimore County (CCBC Catonsville) has had an Associate of Applied Science degree in Recreation, Parks, and Leisure Studies. Unfortunately, it is the only program of its kind in all of Maryland in a community college. Additionally, it was the only curriculum in any college or university with an option in therapeutic recreation. That is why in 1994, the curriculum coordinator approached Indiana University-Bloomington with a proposal to develop the first distance education bachelor of science degree in therapeutic recreation ever created in this discipline, and ever done at The Community College of Baltimore County.

After a process that took three years in development, the B.S. degree program began at the Catonsville Campus. The first individual graduated in the fall of 1999 with a Bachelor's degree in therapeutic recreation from Indiana University (IU) without ever leaving her home and family in Maryland. Overall, there have been a total of nine students in the program actively enrolled in IU classes with approximately twelve additional students already admitted and completing A.A.S. requirements first or in the process of applying for admission.

The following processes occurred in the creation of this partnership:

- A survey of all park and recreation professionals involved in therapeutic recreation in Maryland. The results of this showed a serious need for professional preparation in therapeutic recreation beyond the associate's degree.
- Analysis of the CCBC Catonsville Recreation, Parks, and Leisure Studies curriculum by a committee formed from the Recreation, Parks, and Leisure Studies Advisory Board, and by Indiana University's transfer office.
- Comparison of the CCBC and IU recreation curricula to determine course equivalents in order to develop a combined curriculum of seamless transfer from the CCBC program to the IU program.
- Indiana University's analysis of CCBC and IU general education courses and acceptance of CCBC courses as upper-division IU general education courses.
- Development and refinement of a comprehensive Memorandum of Understanding between the two institutions.
- Creation of a unique and dedicated Distance Education classroom on the fifth floor of the CCBC Catonsville library to be used for IU therapeutic recreation major distance education classes.
- Moving of IU's dedicated satellite dish from its previous site in Upper Marlboro, Maryland, to its current Catonsville site.
- Admission of first students into the program.

Partnership 2 — Frostburg State University Recreation and Parks Management Bachelor of Science Degree

After the success of the Indiana University partnership, a new partnership was formed with the only university offering a four-year degree in Recreation and Park Management in Maryland, Frostburg State University (FSU), a part of the seventeen institution University of Maryland system. Slated to begin in fall of 2000, the bachelor of science degree in Recreation and Park Management will be another one-of-a-kind program in Maryland. The bachelor's degree will be housed at CCBC Catonsville where FSU has already hired a full-time faculty member to teach upper-division courses on the Catonsville Campus.

Significant features of this program are:

- A survey conducted by FSU and CCBC found that students in the Catonsville program (located in the suburbs of Baltimore), who were older, generally heads of households, owned homes, had children, and had full-time jobs would not be willing to relocate to the western part of the state to complete a bachelor's degree.
- The survey also determined that these same CCBC students were very much interested in obtaining their B.S. degrees if they could stay in the Baltimore area.
- The CCBC A.A.S. program is fully nested into the FSU curriculum. The A.A.S. is accepted in its entirety as a transfer into the FSU program. Minor changes in the CCBC program will therefore not affect the FSU curriculum nor the two institutions' partnership.
- Additional upper-division general education courses will be taken at the nearby University of Maryland Baltimore County (UMBC).

- The upper-division recreation courses will be taught not by distance education, but by a FSU faculty member, Ms Maureen Dougherty, with her office located on the CCBC Catonsville Campus.
- The FSU faculty member will also be able to teach lower-division courses at CCBC, while the existing full-time faculty member and curriculum coordinator at CCBC Catonsville, Dr. Willa J. Brooks, will be named Professor Adjunct with FSU and thusly, be able to teach upper-division courses, as well.
- A comprehensive Memorandum of Understanding has been developed between the two institutions.

Currently, there is significant interest in the CCBC/FSU partnership. At least twenty presently enrolled students in the CCBC Recreation, Parks, and Leisure Studies program have expressed their intention to continue at the Catonsville Campus with the FSU program. In addition, this concept is an easily adapted model that can serve as a way to better serve populations of non-traditional students who otherwise would not have the opportunity to obtain advance degrees.

Neighborhood Education Opportunity Center

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In 1997, Danville Community College was invited to participate in a new initiative sponsored by the Ford Foundation, an international philanthropic organization which had committed $10 million over ten years to work with community colleges. The Foundation knew that community colleges are trusted by the residents of the region, valued by all social classes, prepared to provide a safe, neutral place for mobilizing community engagement, and organized to provide the structure for change. (RCCI Philosophy)

Danville Community College invited members of the community to participate in a comprehensive review of its strengths, weaknesses, opportunities, and threats. Participants included representatives from the City of Danville, Community Development, Danville Redevelopment & Housing Authority, local neighborhood associations, as well as ministers from neighborhood churches and grassroots leaders. Through this analysis, specific goals were identified for the College that would increase educational access and support economic development. The College and the community became committed to these dual goals and realized that both issues must be addressed in order to have an impact on the region. Individuals may allow a college to educate them, but they will not stay in the region unless there are employment opportunities. Without an educated workforce, a region cannot develop its economic options and provide the jobs for its citizens.

As one of the strategies to expand educational access, the College decided to establish educational centers within identified neighborhoods. Since 1998, two Neighborhood Educational Opportunity Centers (NEOC) have been opened in Danville, Virginia, with two additional centers opening by the end of 2000. All four centers are located in neighborhoods that are characterized by low educational attainment and high unemployment.

The Camp Grove NEOC is located within a revitalized community that had been characterized by drugs and crime. The Camp Grove Neighborhood Association took charge of its community, and in collaboration with the City of Danville, renewed the neighborhood, dismissed the crime element, rebuilt its infrastructure, and prepared itself to address its educational issues. In September 1999, the City of Danville Housing & Development Division and the Camp Grove neighborhood along with Danville Community College received one of eight Governor's Achievement Awards for the work done in the Camp Grove Community.

In cooperation with the Danville Redevelopment & Housing Authority, DCC opened the second NEOC at the Liberty View Housing Project. The residents are enrolling in Project Literacy, GED, and Pre-Employment Training programs. Both Liberty View and Camp Grove have a 13-workstation computer lab, a center director, and full support from the staff of Danville Community College. A third center is scheduled to open in the North Danville Historic area. The facility housing this center is actually used for a Community Police Precinct and is owned by the Danville Historical Society. The fourth center will open in the middle of a rural, depressed, tobacco farming community.

Each center has utilized the neighborhood residents and organizations to design the services provided at the Center. Neighborhood representatives have diligently worked to design a center that would offer needed educational options to its residents. At the Camp Grove NEOC, over 75 residents have completed their GED course work. Many others have taken the introduction to computer classes or attended the lunch time discussions on personal development. The Liberty View Center has provided computer classes, JTPA training, and community leadership development to over 80 individuals.

DCC is often asked why would the college take its classes into the community. Why can't the residents just drive or ride the bus to the main campus? Education is not always about the transportation. Many people have never realized that a college degree was a realistic goal; therefore, DCC takes the educational opportunity to them. For many, it begins with literacy training, then work on the GED, and then the courses that lead to a degree. With each step, the student receives counseling and assistance in setting career and educational goals.

Danville Community College is committed to serving all the citizens of its region. Through the Neighborhood Educational Opportunity Centers, community building occurs because educational opportunities are readily available to individuals who may never have thought it was possible to complete a high school diploma much less take a college class. The ultimate goal is to transition individuals from low educational attainment and low wage jobs to educated, productive citizens. The College cannot attain this goal by itself. It takes the full cooperation of a variety of groups. The success of this program is dependent upon the College's ability to leverage private Ford Foundation funds, public support from the City of Danville, support from the federally funded Housing Authority, and state supported educational programs.

Strengthening the Pre-K—16 Seamless Educational Pipeline

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The National Education Goals include several areas which directly impact underserved populations, for example, raising high school graduation rates, ensuring readiness of all pre-school children for school, increasing math and science achievement levels, and guaranteeing that high school graduates have required skills for life after high school. In order to ensure recruitment and retention of underserved populations in postsecondary institutions, a systematic and systemic combination of solutions implemented longitudinally is required. Thus the idea of a seamless pipeline of educational opportunity made sense for the Coastal Bend and South Texas in attacking the barriers which impede underserved student participation in postsecondary educational services.

Eight postsecondary agencies (Del Mar College, Texas A&M College, Texas A&M University-Commerce, Texas A&M University Corpus Christi, Texas A&M University-Kingsville, Texas A&M University-Texarkana, Texas A&M Agricultural Extension Service, Texas A&M Engineering Extension Service, and the Cypress Valley Alliance, Inc.) collaborated to identify common needs and possible solutions, resulting in a recognition that several subsets of the population in Texas are underserved in postsecondary education.

The eight institutions, with the assistance of a Kellogg/Texas A&M University System mini-grant, began dialogue on the reconfiguration of an infrastructure, which would involve entire communities to ensure the educational success of all students.

The two-year project established a networking and mentoring relationship among grass-roots projects for counties in the Coastal Bend, the Rio Grande Valley and Northeast Texas regions. Outcomes of the effort included dialogue initiated among key educators and community members, discussion of the needs of students, learning about strategies like mentoring and curriculum alignment, and generating local team action plans which can be implemented to support the students as they seek to enter the seamless pipeline. To guarantee implementation:

1. A Future Search Conference was held. One of the features was a mini-dialogue via teleconference in two different geographic areas of Texas, between the conference participants of the Coastal Bend and successful implementers of a seamless pipeline initiative in East Texas.
2. Mini-grants were awarded to volunteer local team/partnership collaboratives. One of the awardees, the Texarkana/Jefferson Project in East Texas, also conducted a Future Search Conference to visualize a systemic concept of a seamless education pipeline, one focused on developing multi-state educational partnerships to support the seamless pipeline concept, and one on ways to use technology to support the seamless pipeline concept.

3. A web site was established. This helped to establish electronic communication pathways for continuing the dialogues started during the Future Search Conferences.
4. Teleconferencing was initiated to encourage conversations among the local teams as they implemented their action plans.
5. A second conference is planned to allow local groups to share their successes, learn from others and continue the dialogue.

Because of the diversity of Texas, creating a seamless pipeline of educational services requires local answers. This Initiative sought to establish and support local grass-roots teams, which would discover combinations of solutions to meet the unique needs of their local students. By changing parts of the educational and community interaction systems, it is hoped that the whole system is changed, reflecting the sum of its parts.

A Partnership Between Elgin Community College and Montessori Education Centers Associated

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This year, Elgin Community College (ECC) has entered into a partnership with Montessori Education Centers Associated (MECA), one of America's most highly reputed Montessori teacher education programs. Through this partnership, the location of the intensive classroom component of the MECA program is on the ECC campus. Students from Greater Chicago were joined in Elgin in the summer of 1999 by students from all over the U.S., Asia, Europe, and South America to begin their study for the American Montessori Society teaching credential. A total of 60 students enrolled in the program in this first year.

As part of the agreement between ECC and MECA, District 509 residents are eligible for 2 full scholarships to the year-long teacher education program, and 6 scholarships for one-week paraprofessional teacher assistant programs. Thus, the Elgin area is gaining significant exposure to the rapidly growing Montessori system of early childhood education. Students in the teacher education program earn 12 semester hours of credit from ECC, in early childhood education and child psychology. Permanent certification as a Montessori teacher requires a baccalaureate degree. Some teachers begin their careers with temporary certification after only the core Montessori training. Our partnership will encourage teachers to seek further higher education, as they become Montessorians—a contribution to the "seamless" model of higher learning.

In the past, MECA has conducted their teacher education program on their own campus, which is designed for use as a Montessori school. When larger numbers of adults crowded into these small-scaled rooms, they found themselves physically and psychically cramped. At ECC, the MECA students and faculty enjoy the benefits of full sized classrooms, use of a college library, computer labs, and the convenience of all the college's resources. The ECC early childhood faculty, meanwhile, has taken advantage of this opportunity to meet their MECA colleagues and share perspectives on the many educational issues common to both groups and to participate in MECA continuing education programs.

This initiative has created significant interest in Montessori in the ECC area, including in the media. Articles have appeared in *The Daily Herald*, *The Chicago Tribune*, our area's major dailies, as well as in *The Courier*, of Elgin, and numerous other regional publications about the ECC/MECA partnership, and Montessori schools in neighboring communities. Dr. David Broad, Dean of Liberal Arts and Social Sciences, was interviewed on WRMN Radio about the program, and the college receives calls and letters of inquiry about the teacher education program, scholarships, and courses regularly.

The college is also promoting awareness and knowledge of Montessori through the offering of a credit-free course. "Introduction to Montessori" began in February 1999, and surveyed the history, philosophy, and curriculum of the method. Teachers from area public school districts, parents of Montessori children, and people incited by the college's initiative registered for this course. The course instructor is a certified American Montessori Society lead Montessori teacher, with the additional rare credential of a master's degree in Montessori Early Childhood Education.

We at Elgin Community College believe that this initiative exemplifies the mission of the community college—to bring to the people of our service area knowledge, skills, and resources that will enable them to grow intellectually, socially, and economically. The Montessori method has demonstrated that it is one of the most effective systems of early childhood education. It establishes a lifelong pattern of self-motivated learning, respect for others, and respect for the natural and social environment. People who start their educational experience as Montessori students have been shown to be high academic achievers and supporters of education in its many forms.

We expect that societal interest in early childhood education is about to create a tremendous demand for teachers, teacher's aides and other professionals and paraprofessionals. Montessori, being positioned as one of the most respected systems of early childhood education, will very likely continue to grow as it has recently, at an explosive rate. Community colleges, as they always have, will undoubtedly respond to the community's needs and demands. At ECC, we feel fortunate to be able to bring to the people of our district an association with an organization of the stature of MECA. We expect that other Montessori education organizations will follow MECA's lead, and seek partnerships with community colleges.

Future Seekers: Career Awareness Project for At-Risk Eighth Graders

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Fayetteville Technical Community College and the Fayetteville Ramsey Street Alternative School have established a partnership focusing on at-risk eighth graders. The purpose of this collaboration is to give these special students exposure to the variety of career opportunities accessible through FTCC's programs. The long-range goal is that these students will stay in school and successfully complete educational and career goals.

Eighth graders are enrolled at the Alternative School after having been placed on long-term suspension. Often believing that they have no real options in life, the typical eighth grader at this school feels discouraged and aimless, or possibly even hopeless.

The project first begins when a group of FTCC students and instructors visit the Alternative School to give the 21 participating eighth graders their official *"Future Seekers"* T-shirts. The participants, subdivided into three groups, will come to FTCC once a month for a total of four times during a semester. A typical campus visit provides each group of seven students with three 40-minute, hands-on presentations showcasing various career programs. Accompanied by two chaperones from the School and two college "Student Ambassadors," one group begins at 9:00 a.m. by touring, for example, the Advertising Design Department computer lab that contains the latest graphic design software. Also the students will use clipboards and special markers to work with an instructor and graphic design students to complete drawings.

In their 40-minute presentations, the FTCC instructors are asked to spend as little time as possible on explanation and lecture. Rather they are encouraged to develop an activity that allows the maximum time devoted to hands-on involvement.

After a short snack break, the eighth graders go at 10:05 to a second presentation, this time in the Automotive Service Technology area. Here an instructor has the students remove a car's front tires and measure the brake drums with a special calibration instrument in order to diagnose a brake pulsation problem.

At 11:00 the students go to the third presentation. This time they tour the Architectural Technology CAD Lab where each of the seven students sits at a computer terminal with an architecture student and is given the opportunity to create a simple, rudimentary three-dimensional model of a room in a house. After this final presentation, the visitors go to the Student Center where they have lunch with the FTCC Student Ambassadors.

The Ambassadors play an important role in the project. As they accompany the participants around the campus and join them for the snack and lunch breaks, these college students—many of whom have returned to school after difficult life experiences—converse with the eighth graders about many topics, including careers and career goals. The Ambassadors escort the same group of students during each of the four campus visits in order to establish a sense of rapport and possibly a "big sister" or "big brother" relationship.

Instructors developing presentations are urged to involve college students from their curriculum area in designing and delivering the presentations. This approach offers at least three advantages: First, FTCC students will have an opportunity to "teach" what they know, and in this way reinforce and deepen their understanding of a given field. Second, the FTCC students will benefit from a chance to exercise their oral communication skills. And, third, the presentations will go more smoothly if several people, of different ages and backgrounds, work together.

Finally, FTCC instructors are asked to arrange, if possible, for the eighth graders to leave presentations with something to carry away with them—for example, a drawing or artifact they have made during the experience. This will help the students remember the visits and give them something to show their fellow-students.

After the students have lunch at FTCC, their final ten minutes on campus are spent touring a particular facility such as the bookstore, library, or career center. These brief visits to various campus resources not only offer the participants an overview of what college life is all about, but also they acquaint the eighth graders with the specific facilities they can expect to find should they choose to attend FTCC.

The students are provided a small steno-type notebook so they can take notes during and after the various presentations. Once the students return to their school, they are asked to write about their experiences in their Career Skills class. In addition, they are given opportunities to make oral presentations to other classes concerning their experiences at FTCC.

The project is evaluated in a variety of ways. First of all the eighth graders are asked to write in response to specific open-ended questions such as, "Which one of the three presentations was most interesting for you?" Also, "What would you do differently if you could plan the next visit to FTCC?" In addition, the FTCC Student Ambassadors are asked to communicate their own perceptions of what worked and did not work—plus any comments of a positive or negative nature made to them by the Alternative School students. Finally, the participants' teachers track these students and communicate the various ways that their behavior and/or attitudes may have been affected by the "Future Seekers" visits to FTCC.

At the end of the eighth graders' fourth and final visit, they participate in an awards ceremony where they receive framed certificates for having completed the project. At this same ceremony, the FTCC students who participated are recognized and presented certificates as well.

Fayetteville Technical Community College faculty, students, and staff work together in this partnership with the teachers and staff of Ramsey Street Alternative School to acquaint the eighth graders with opportunities available in fields such as Criminal Justice; Paralegal Technology; Recreation and Leisure Studies; Media Integration Technology; Marketing; Horticulture Technology; Dental Hygiene; Physical Therapist Assistant; and Emergency Medical Science. By collaborating to create a series of positive experiences, the major goal is to influence these young people to stay in school, pursue specific careers, and ultimately come to feel a sense of pride, self-worth, and hope for the future.

Advanced Technological Education Scholars Consortium

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Florence-Darlington Technical College, along with key industry partners, has established a consortium of business and industry that is offering full scholarships for education expenses and paid internships for students as they attend school for engineering technology. When this consortium started, about one year ago, there were no scholarships targeted for engineering technology students. Now there are over 20 announced scholarships and 10 awarded scholarships for engineering technology students. Students eligible for this scholarship/internship program are all part of a new approach to teaching the general education components of their curriculum.

There is an extreme shortage of engineering technicians in the country today. Florence-Darlington Technical College has been working with the other colleges in the state Technical Education System as part of the South Carolina Advanced Technological Education (ATE) Center of Excellence to solve the engineering technician shortage. Florence-Darlington has been a leader in reforming its engineering technology programs and now offers its core general education courses, the ATE Core, in a problem-based format in which all the courses are integrated. The ATE Core consists of 27 credit hours, 11 courses, taught over the first three terms for the engineering technology curriculum. Courses are basic technology, communications, math, and physics. This curriculum revision was designed to be attractive to a group of students broader than the traditional pool and help insure significantly greater retention of students who enroll in the ATE Core.

It was apparent very early in the process of creating this new approach to the general education core that business and industry partners would be required to insure success. Business and industry have been partners from the beginning, including the planning and assessment of the curriculum. Business and industry partners appear to feel a degree of ownership in this new program and have offered assistance and guidance throughout the creation and implementation of the curriculum revision process.

The college and the ATE Center of Excellence felt that there was possibly a "critical mass" of interest in the new curriculum paired with the inability to recruit and hire sufficient engineering technicians. Industry was approached about partnering with the college to recruit, support, and encourage students to be successful in engineering technology. After one meeting several industries agreed to join a consortium for $500 per year and to provide at least one full scholarship paired with a paid internship for the student receiving the scholarship.

At the time this is written, there are 19 students who have either completed the ATE core or are enrolled in the core. Eleven of these students have been offered scholarship/internships. Ten students have accepted scholarship/internships. Seven companies are members of the consortium. There has been very little effort to market the consortium to other companies. The efforts invested in the program to date have been targeted toward managing the growth in the scholarship/internships.

Any institution could copy this partnership. The necessary components are business and industry belief in the quality of the college's program and a shortage of qualified graduates to fill positions in the industries.

College Readiness/Career Prep

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The Florida Legislature established a new fund called Access Challenge. These dollars were established to fund innovative initiatives with area high schools that reduce the number of high school graduates requiring math, writing and/or reading remediation, and to assist in the smooth transition of graduates into postsecondary instruction. The Access Challenge dollars awarded to Florida Community College at Jacksonville (FCCJ) were used to developed a two tier program to better meet the needs of our students. The first tier, the College Readiness program has been created to assist high school students in transitioning into college without requiring remediation in the basic skills areas at the college level. The second tier, FCCJ's Career Prep program, which closely parallels the state's Tech Prep model, establishes partnerships with industry leaders as well as high school and college faculty and counselors in developing articulation agreements and career paths into technological fields. These career paths not only provide high school students with a sequential program of study, encouraging a seamless transition into college, but also provide students with high-level skills for high-wage employment. It is through these two programs, College Readiness and Career Prep, that FCCJ intends to empower its students to reach higher levels of competency and provide industry with a highly skilled workforce for the new millennium.

The overall goal of FCCJ's College Readiness Program is to decrease the number of high school graduates needing to take remedial-level courses in basic academic skills upon admission to our college. The College felt this could be accomplished by increasing high school students' skills, self-confidence, and decision-making abilities. In order to accomplish this goal, four major objectives were identified. The first of our four objectives is to increase the collaboration between high school and college faculty and between high school and college counselors. Our next objective is to improve the information faculty, staff, and students receive about the academic skills and credentials needed to enter college and prepare for high-skill, high-wage careers. Information will also be provided to address students' expectations, demands, and rewards of attending a postsecondary institution. Our third objective is to provide students with the opportunity, assistance, and support needed to improve and accelerate the acquisition of academic skills in preparation for college and a career. Our final objective is to provide students with an academic and social "link" to college while still attending high school.

These objectives will be attained through multiple components of the College Readiness Program. Collaborative high school and college faculty teams have been established in targeted academic areas (mathematics, writing, reading, and science). High school and college counselor teams will develop career exploration and college readiness materials. The Florida College Entry Level Placement Test (FCELPT) is also available to high school students and is used to provide information to high school faculty and counselors on what skills their students need to remediate to be college-ready. A mobile computer lab will be available to offer computer aided basic academic skills instruction to high school students. College Readiness "Family Nights" will be piloted for high school students and their parents to showcase FCCJ's program offerings. A three-week piloted summer program, "Jump-Start to College," will explore students' career goals, interests, and enhance student academic readiness. Finally, the College Readiness Program interacts with other campus-based and high school initiatives that are already established or are in development at FCCJ and with the Duval and Nassau County Public Schools.

In the past, FCCJ worked in cooperation with Duval and Nassau County high schools developing a Tech Prep program. However, the College wanted to raise our level of commitment by increasing our efforts to better prepare our students for careers in technology. Therefore, while utilizing the Tech Prep concept as our foundation, we have built upon the process to create our Career Prep program. In the revised plan it was decided that counselors, parents, and students need better information on the Career Prep program in order to make well-informed choices. Direct involvement is also needed from industry leaders in order for high school and college faculty to appropriately develop or revise curricula. Therefore, our focus is placed on three areas: counselor training, program of study development, and marketing.

In order to achieve these goals, a counselor planning committee has been formed to develop a handbook containing information about Career Prep for high school and college counselors. This committee is also planning and organizing a one-day workshop in order to provide counselors with training on the Career Prep program. In addition, business partners have been assembled to participate in Tech Scans or DACUMs (Develop A Curriculum) to investigate the employment needs of various industries and to gather pertinent information for curriculum development. Participating faculty from the high schools and the College have formed curriculum committees that incorporate this information when revising curricula to make them more relevant to the current job market. The final product will be Tech Prep articulation agreements that provide students with an articulated, sequential program of study that eliminates duplication of education and facilitates a smooth transition to postsecondary education. Finally, the College's marketing department is providing expertise and guidance in the development of brochures, flyers, and mail-outs for counselors, parents, and students pertaining to the Career Prep program and its career paths.

The development of career paths is essential to the Career Prep program. Both students and their parents need to see that students in the program can articulate from high school into the community college and then articulate (in many cases) into a four-year institution. By providing students with a sequential program of study and eliminating the duplication of education, an individual can accelerate through the Career Prep program in high-need areas such as engineering, health, and information technology. The career path helps a student visualize his/her future in terms of an educational path and can assist in establishing employment goals.

The central goal for our Career Prep program is to include industry leaders on our faculty committees. This will enable employers and faculty to work as a team creating curricula that educates and trains students for high-skill, high-wage jobs and provides industry with highly skilled employees. This process is underway with Duval County's two high school academies of technology. Committees, comprised of industry leaders as well as faculty from the College and academies in four areas: health, automotive, information technology, and culinary, are under development. The articulation agreements developed for these program areas will establish the model for all of our future Career Prep articulation agreements.

College Open Campus Preparatory Program

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The collaborative effort between Frederick County Public School counselors and Frederick Community College administrators resulted in an innovative program designed to promote the college academic readiness of high school seniors. Frederick County Public Schools (FCPS) has three academic levels of English. Institutional research at Frederick Community Colleges indicates that most student who require developmental education after high school are students who are placed at the middle, or merit-level, during their high school experience. Other collaborative efforts indicate that earlier contact with merit-level students is needed to provide information on access and opportunities offered at Frederick Community College.

Frederick Community College offers high school seniors who meet the college's prerequisite reading, writing, and mathematics skills an opportunity to enroll as Open Campus students during their senior year. The College Open Campus Preparatory Program is a seven phase program designed to enhance the access to open campus courses for Frederick County Public School merit-level students, to improve merit-level students' academic readiness for college-level courses, and to increase communication with merit-level juniors on the value of attending Frederick Community College. The preparatory program specifically offers a comprehensive educational experience for students who would benefit from developmental reading and writing instruction prior to their senior year. The seven phases are:

1. Frederick Community College hosts a FCPS counselor meeting. The purpose of the meeting is to plan and initiate stages 2 to 7.
2. All juniors from all FCPS high schools who are potential open campus students, and who might qualify to participate in the program take FCC's placement test. Parents and students are sent information about the Open Campus Preparatory Program.
3. All potential Open Campus students attend an Open Campus orientation. Students are given placement test results and those who place in developmental English and therefore qualify for the preparatory program are given information about the summer program. Students who do not require developmental education courses can register for appropriate courses during this orientation session.
4. Students who qualify for the summer program attend summer developmental courses. An innovative aspect of the project is that the developmental English courses utilize topics related to workplace readiness, college requirements, career development, and degree and certificate options to teach developmental English skills. By introducing these topics, students are exposed to the purpose, value, and options offered at the community college and all post-secondary educational institutions.
5. Students who successfully exit the summer program have fulfilled the prerequisites for taking college-level courses prior to beginning their senior year. They qualify to take college-level courses that have

developmental prerequisites during their senior year. They attend a transitional workshop and potentially register in Open Campus courses.

6. Students who participated in the summer program attend a fall follow-up program that is open to all Open Campus students. This program focuses on career development, students' academic strengths, and all post-secondary educational opportunities.
7. Student success indicator (retention rates, rates academic success in development English, and qualitative survey results) are shared with the collaboration council that has representation from the faculty and administration of Frederick County Public Schools and Frederick Community College.

Community Colleges often view Open Campus senior year attendance as an opportunity to transition students into higher education. The unique aspects of the summer preparatory program is that this collaborative effort provides both an innovative strategy to increase the readiness of students for college-level learning, and provides an opportunity for more students during their junior year of high school to receive critically important information about post-secondary education.

John A. Logan College/Southern Illinois University
2+2 Construction Management Program

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In 1992 the Illinois Board of Higher Education recommended that Southern Illinois University at Carbondale (SIUC) eliminate the two year Construction Management Associate Degree program operated by the College of Applied Sciences and Arts at SIUC. The construction management advisory committee, made up of contractors, legislators, professional association leaders and managers in the industry, felt that the program was vital to the construction industry and that it was very important to keep this program operational. As a result of this demand from the construction industry a unique partnership was formed between John A. Logan College (JALC) and SIUC to develop a 2+2 articulated program in Construction Management leading to an Associate of Applied Science degree and progressing to a Bachelor's Degree from SIUC. What makes this program unique is the degree of cooperation between the two institutions and the exemplary partnership that has resulted.

A steering committee was formed in January of 1998 to begin discussions on how to proceed with the partnership. The committee was made up of key administrators at both institutions, including Vice Chancellors, Vice Presidents, Deans, and Department Chairs. This committee was charged with developing an agreement that would transfer the Construction Management Associate degree from SIUC to JALC and develop an articulation agreement that would provide a seamless transfer of graduates from the community college to the Bachelor's Degree program. The steering committee proposed that SIUC phase out the two-year degree beginning with the 1998-1999 school year and not admit any new students after that year. John A. Logan College would implement their new Associate Degree program in the fall of 1 999 and SIUC would "teach out" the class of 2000, closing their program at the end of the 1999-2000 school year. During the 1999-2000 school year the two full-time instructors at SIUC were shared by the two institutions and the costs of operating the program were split equally between the two schools. Because JALC did not have lab facilities available for the 1999-2000 school year the institutions shared the SIUC classroom and laboratory facilities located at the SIUC Carterville campus. The planning process is underway for a new construction management building to be constructed on the JALC campus in the near future which would house the program entirely on the JALC campus.

The steering committee felt that a joint recruitment program was essential in order to effectively describe the 2+2 program to prospective students. Approximately 60% of the students attending SIUC were from the Chicago area and the committee wanted to continue attracting students from that area. A subcommittee was formed that developed a joint recruiting brochure which emphasized the 2+2 program and the unique advantages of the partnership between JALC and SIUC. The two institutions also share a table at the annual Chicago Construction Career Day and work cooperatively to recruit students into the program.

The advisory committee for the program at SIUC was terminated in the spring of 1999 and a new joint advisory committee was formed which included most of the former members and some new additions. This joint advisory committee serves the JALC construction management program and also provides guidance to the bachelor's degree program at SIUC. The committee meets semi-annually and has been very active in their support of the program. Committee members have provided assistance in recruitment of new students by participating in career days throughout the state and distributing program brochures to industry trade and labor organizations. In fiscal year 2000 a total of eight-thousand dollars has been donated to the program through the direct action of committee members.

Because community colleges are not allowed to operate student housing in Illinois, provisions had to be made for the students attending JALC from outside the district. Discussions on sharing housing with SIUC had taken place since 1993 but no agreement had been finalized. The 2+2 construction management program provided the catalyst to finalize a housing agreement between the two institutions allowing JALC students to live in SIUC dormitories while attending the community college. The agreement allowed students from the community college who enrolled in at least one semester hour at SIUC to utilize the recreation center and other campus facilities and activities as if they were full-time students at SIUC. Transportation between the two campuses is provided by a bus system that provides hourly pickup throughout the school day.

Through this unique cooperative agreement, the Construction Management program is flourishing with a Fall 1999 enrollment at JALC of 43 freshmen students which increased to 50 students for Spring 2000. The program has been maintained and continues to provide the construction industry in Illinois with qualified graduates to help fill the demand in the industry. The spirit of cooperation between the two institutions has, and will continue to provide benefits to the students of both schools.

Testing Partnerships

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Joliet Junior College has engaged in a unique partnership with our in-district high schools in on-site assessment and support by installing the COMPASS placement test in high school computer labs. Out of 25 high schools in our district, 19 schools are installed and up and running, thus producing a linked relationship between high schools and our community college. In addition, students who are not satisfied with their placement are given a second chance to retake the COMPASS after taking a 3 week basic skills review in their own community at the closest campus facility (North Campus, City Center, and Main Campus; Academic and Career Instructional Resource & Testing Centers). This innovative idea fosters a seamless part of assessment and support to prospective college students in our district.

Last April, the two areas of Academic Services and Student Services met for the first time to establish a committee to make all of this possible. We identified certain departments that must coordinate in order to make this idea a reality. Representatives from Admissions, Information Technology, Academic Skills, and Dr. Denis Wright, Vice President of Academic Services, met to prioritize our needs. Prior to that meeting, we were administering two placement tests, Asset and COMPASS, both at the high schools and our main campus. Placement was not consistent when both instruments were used. COMPASS math, for example, gave students placement into Trigonometry and Calculus, while Asset only moved students up to College Algebra. We chose COMPASS to be our main assessment tool.

Some vocational programs asked if students could retake the COMPASS? We said, "yes" for a fee, but we recommended a review. The Skills Enhancement Learning Lab was established for review of basic skills. Students practiced on the computers to improve entry-level skills and placement. Most improved after the review. We said, "Why not take this show on the road?"

We had a counselor's breakfast in April and we presented our idea. Those who made contact with us were serviced in the order they made the request. We called the schools, talked to the senior counselors, made technical inquiries about the high school's existing labs, conducted visits, offered tours of our ASC where COMPASS and the SELL lab were "up and running."

People were excited from the high school about all these free services. This adventure became a recruitment tool. High school students came to main campus to use SELL lab. After meeting with the deans from both North Campus and City Center, we decided there was a further need of community involvement by using labs in our two extension centers. We informed counselors about the basic skill review and retake options involving COMPASS. Responses were overwhelming.

The committee continued to meet at JJC to coordinate our efforts as we approached new high schools. The word was out! JJC cares about the community. This external partnership and collaboration of the high schools and city center continues to grow. We are asked continuously to expand this program to new high schools.

Adult Basic Education classes and GED classes are participating by taking advantage of basic skills review and COMPASS placement into college classes. We did it! We are all working together in this exemplary initiative to involve our City Center Campus and North Campus with the high schools in our community. Now, Illinois State University has contacted us about giving COMPASS as a placement test in math for our in-district students who did not earn a score of 27 on the ACT math. If there is a need, these students are signing up to take remedial courses over the summer before they are admitted in the fall. Some of these students have elected to do a basic skills review before retaking the COMPASS test. Overall, it's a win-win situation.

DIAL (Distance InterActive Learning)
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Creating a spirit of cooperation and reaching a consensus among educators from K-12 through four-year colleges and universities is like herding cats. It may be possible in theory, but doing it is certainly not easy. However, a 25-member collaborative community, with Kellogg Community College as its developmental hub, has been formed in south central Michigan to provide new educational opportunities for high school and college students across a multi-county area...and the cats are all walking in the same direction.

DIAL (Distance InterActive Learning) is an "interactive fiber optic highway designed to improve the quality of formal and informal educational opportunities for youth and adults" across the counties. The system moves voice, video, and data among the consortium members. When fully operational, the system will provide for student and staff enrichment activities, staff development programming, information and data distribution and retrieval services, and the expanded use of Internet, along with shared distance interactive learning courses.

This innovative learning system was initially funded through a grant from the W. K. Kellogg Foundation along with individual contributions from one K-8 school district, 15 area K-12 school districts, two vocational centers, a private non-profit child care institution, two intermediate school districts, two private four-year colleges, a public Michigan university and four Kellogg Community College campus centers.

There are several interesting aspects to the DIAL system, including the advent of innovative teaching methodology being used to take full advantage of the system's capabilities. Certainly equally as interesting is how this consortium of 25 necessarily parochial institutions has come together to make this new educational opportunity available to students of all ages in these counties, using 165 miles of fiber optic cable.

The original concept for the system came from the visionary dream of two local individuals that was developed through a grant request to the Kellogg Foundation.

The founding group included educators from colleges, high schools, middle and elementary schools, industry, technology, and other areas of the community.

Once the grant was received, the first thing that had to happen was for each of the 25 participants to commit to a shared vision, with the good of the system taking priority over individual issues. Committees were established to determine policy, handle scheduling and local site planning and implementation, as well as work on staff development. Planning was also done to implement the entire system once the various technical aspects had been designed and constructed.

The Calhoun Intermediate School District accepted responsibility for serving as fiscal agent for the foundation grant and the initial and annual fees required of each of the involved parties. A policy advisory committee was established, including the ISD superintendent, community college president, four superintendents from large K-12 districts (2,000 or more students) and four from the small schools, the Uniserve representative from the Michigan Education Association, an individual representing the various specialized members, and the Branch Intermediate Superintendent who represented the two area vocational centers. It is planned that representation will revolve so that as the consortium continues all members will have an opportunity to serve.

Kellogg Community College was given overall responsibility for staff development, with the Calhoun ISD providing technological support and maintenance for the system. The group drew upon the expertise of Indiana University, which also has a Kellogg Foundation grant to support the development of new distance learning programs that feature the integration of innovative instructional strategies with new technologies.

Additionally, an evaluation team was set up by the Foundation to provide objective oversight of the process. This group, led by consultants from Michigan State University and Western Michigan University, included parents, students, instructors, administrators, and project personnel.

A committee of principals from the various local high schools was established to take on the issues of course selection and scheduling and to develop procedures for handling local site implementation. This has proven to be an excellent communications tool for a broader group of principals who had not previously been in a position to collaborate on a recurring basis. This group has determined courses to be offered on the system, has proposed potential teachers for the system, and is working on the challenges posed by different types of block scheduling in the various school districts as well the local ramifications of the institution of a new system in which not everyone is involved within an already established overall school program. Scheduling conflicts have led to less usage than had been hoped by the high schools, but the system has been a boon for districts too small to offer a great variety of classes. These schools have sought classes from KCC to round out the students' educational experiences.

Instructors at both the high school and college levels who have either volunteered or been proposed for work on the system have displayed remarkable creativity in their approach to their instruction on the system. In spite of predictable apprehensions, their enthusiastic commitment to the potential of the system has helped them deal with the challenges they encounter with the new technologies.
One of the benefits of the system has been to create a kind of "cross pollination" of ideas for instruction. Teachers from different disciplines and districts are learning new strategies for dealing with a diversity of students and communities that will

ultimately provide a richer personal and educational experience for all students involved.

DIAL has experienced some glitches along the way, of course. There was the woman who feared fiber installation along her fence row would frighten her cows. There was the engineering mishap that resulted in bad video and non-existent audio to some sites. There was the switchover by several high schools to non-matching block schedules that brought about major class scheduling problems. There are continuing technical problems to be repaired.

But, through it all, there has been a single-minded goal to which the two dozen participants have adhered: the DIAL system means better educational opportunity for all students involved.

It seems even cats can manage to walk together if they share a desire to reach a common destination.

Community Learning Centers

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Many of us in the "community college business" can identify, through personal experience or by reading the history of the community college, that many of our institutions began in a wing of a high school. Over time most community colleges have developed a campus setting independent of other institutions and thus creating our own identity.

Twenty years ago, however, many of us realized that our beautiful campuses on the edge of town were not serving populations in the central part of our cities, so we established "downtown centers." These centers typically housed programs such as basic skills and English as a second language, and most often included programs designed to serve business and industry. In addition to downtown centers, many colleges have built extension centers in outlying communities in their service districts.

Today, many of us are thinking of new ways to serve learners who may find it inconvenient, if not difficult or impossible, to access programs on the main campus of our colleges. One such effort at Lane Community College involves a unique partnership with, guess who? — the local high school.

In 1995, we passed a $42.8 million bond issue that included provision for several major construction and equipment initiatives for the college. Included was $3.2 million to construct *Community Learning Centers* at eight high schools in the college's service district. For several years previously, the college had established a collaborative relationship with several high schools to offer programs for adults in the evenings and on weekends. The establishment of the Community Learning Centers (CLC's) is bringing this collaboration to a new level.

High schools were chosen as sites for several reasons: they serve as centers of education in their neighborhood or community; building at the high school site saved public funds by using existing land and other infrastructure; it was a strategic location for serving both high school students wishing to access higher education programs and services while in high school, as well as learners from the general community. In addition, by building these additions at high school sites, the schools have agreed to allow the college use of their entire school facilities during non-school times.

The CLC's are approximately 2,500 square foot additions to the existing high school building. In some cases the exterior walls of the high school serve as a wall of the addition. The location is typically at the front of the school, near the administrative offices, giving the centers a definitive "front entrance" to the community. Each center has a class-sized computer laboratory, a classroom for video distance learning or regular classes, a testing/counseling area, and a small group meeting/viewing room. Instruction is provided through a variety of methods, including web-based courses, telecourses, independent study and live lecture classes. The computer labs are primarily used for independent study, but some live classes are also scheduled during the day, evenings, and weekends.

CLC's are serving learners from sixteen-year-olds through retired persons. Learners are able to access the centers during the daytime, evenings, and on weekends. The centers are essentially one-stop centers and are staffed by well-trained college staff who can help learners access programs and services of the college. The staff are competent in computer technology and distance learning and are cross-trained to provide information about the college and community resources, to monitor on-line admissions and registration procedures, to conduct financial transactions, to proctor testing, and to provide advising and financial information.

CLC's provide instructional departments of the college an opportunity to expand their instructional offerings, particularly through technology. The centers showcase distance learning programs developed by the College's faculty and provide a high-profile impact that the College is one of the new millennium, particularly in developing a learner-centered environment that is responsive to the needs of the community and in integrating technology into the delivery of learning.

The CLC's, Lane Community College style, are born from values that reflect the momentum of current issues and trends in education around education needing to become more learner-centered. The Community Learning Centers are putting the learner and learning first. It is critical that the CLC's are understood not simply as geographic extensions of the college where business is done as usual. Technology combined with quality learning experiences designed by our faculty and on-site student service support are providing people new ways to be successful as learners.

This concept has been very well accepted and supported by local schools as well as community residents. Before any CLC's were open and we were just offering classes at the high schools, we had total enrollment in 1993-94 of 809. In the 1998-99 school year, with four of the centers open, we had 7,100 students enrolled at the centers and high schools.

Making better use of publicly-owned facilities makes sense, and making improved learner-center access to higher and continuing education programs and services allows us to do what we do best—serve learners.

The Lehigh Carbon Community College/Northampton Community College Veterinary Technician Program Partnership And Collaboration with the Community

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The Veterinary Technician program is a very expensive undertaking for any one college. There are surgery room requirements, animal room requirements and equipment needs that make it difficult for a college to begin a Veterinary Technician program. This is problematic when the private sector indicates a strong need for the program. The veterinarians in the Lehigh Valley of Pennsylvania made a strong case and a plea for a college to begin a Veterinary Technician program in the region. Lehigh Carbon Community College and Northampton Community College responded to this need by developing a very unique and creative program that is jointly managed by the two colleges.

History of the Program

The Lehigh Carbon Community College and Northampton Community College Veterinary Technician Program was conceived and initiated in 1996 in response to requests from local veterinarians that the local community colleges provide training to yield much needed certified veterinary technicians. The current pending Pennsylvania Veterinary Practice Act delineates the activities that must be performed by certified veterinary technicians and thus the demand for certified technicians has been enhanced. Both of the colleges had explored the concept of a veterinary technician program but the financial demands of providing a quality training program dictated the need for cooperation between the community colleges.

This program represents the first joint/cooperative program between the two community colleges in the Lehigh Valley. Community colleges in Pennsylvania are currently operating under stringent financial constraints, and it appears that joint programs and shared resources will be an essential strategy for long-term survival for colleges in the state of Pennsylvania. Indeed, at Lehigh Carbon Community College's (LCCC) Middle States Evaluation, the accreditation team report cited the veterinary technician program as an "excellent example of institutional cooperation." The program continues to enjoy overwhelmingly positive support from local veterinarians and the community at large who feel that the colleges' cooperative effort is both economically sensible and a model for future relationships between community colleges.

In the spirit of the community college, Lehigh Carbon Community College and Northampton Community College attempt to offer students an affordable education. To date, the colleges are the only public institutions offering a Veterinary Technician training program in Pennsylvania. The tuition is about 1/5 that of the Pennsylvania private schools offering a similar program. The means for providing this expensive training at a feasible tuition rate is the dedication to utilizing partnerships. The program has explored and developed partnerships in the following areas:

1. Partnership Between Local Community Colleges: The colleges have designed the program to best utilize the resources available at both colleges without duplicating resources or expenditures.

2. Partnership Between The Veterinary Technician Program And The Community:
   a. *Local Veterinarians.* — The local veterinarians provide the program with externship sites and clinical space for teaching (as the program evolves). In addition, many of the students are currently employed by local veterinarians who have selectively chosen to hire students from the program. Local veterinarians with specialty training have agreed to become involved in providing continuing education for our students.
   b. *Local Businesses* — The program has received many donations from local organizations including three areas hospitals (medical supplies) and private practitioners that have donated clinical laboratory equipment. White Eagle Toxicology Laboratory in Doylestown, PA, serves as an externship site, and the veterinarian-owner (Dr. Abott D'Ver) serves as an adjunct professor in the program. In addition, he has donated animal housing and animals for use in clinical courses. Dr. D'Ver served as the consultant for the construction of a lab animal facility and will act as the chairman of our Institutional Animal Care and Use Committee. Lehigh Carbon Community College (LCCC) and Northampton Community College (NCC) have developed a relationship with Friskies Petcare Co. in Allentown, Pennsylvania, as well.
   c. *The Vocational-Technical School* — The Vet Tech program has developed a strong relationship with the Vocational-Technical School located next to the LCCC campus. The Vocational-Technical School allowed the college to renovate a large barn on their property for use in large animal training and. for the development of a small animal facility and dedicated classroom.

3. Cooperation With Other Veterinary Technician Programs: The program will continue to develop relationships with other similar programs so that the program can utilize its distance-learning facilities to provide guest lecturers and provide/receive continuing education opportunities for its students.

   Certainly this "partnership" concept represents a dynamic new approach to the delivery of vocational education; the colleges think that it not only represents a future trend, but it will provide students the opportunity to receive a quality education at their local community college.

Logistics of the Program.

The initial Veterinary Technician agreement between Lehigh Carbon Community College and Northampton Community College was signed by the two presidents of the colleges in early 1996. The program director was hired jointly by both institutions in September 1996 and the first class was started in the fall of 1997. Students are matriculated at their respective sponsoring college after a selective admissions procedure. General education courses (about 40% of the program) are taken at a student's home college and the veterinary technician courses are taught using both campuses (all students together). Students spend time on both campuses and at a community site as they complete their coursework. In an effort to ensure mutual commitment and interdependence, the program was designed utilizing the unique resources offered at both college campuses. NCC houses the primary library facility. LCCC will maintain only a "satellite" library facility but has developed the large and small animal facilities. Both colleges provide classrooms for lecture and laboratory training. LCCC and NCC both have developed and maintained a distance learning classroom on their campus which allows the two colleges to connect with one another and with many other institutions. The director and assistant director maintain an office at both institutions. Admissions are handled separately by the colleges, but the director and assistant director coordinate the admissions procedures and make the final selection of students. There is a budget reconciliation at the end of each year to insure an equitable balance of resource allocation.

Although the concept of a "joint" program has been new to our two sponsoring colleges, both schools have made a concerted effort to make this partnership work. The first students have been pioneers and have made the conceptual leap to embrace a joint program. They consider themselves "veterinary technician" students first who just happen to take courses on two campuses.

The outcome of this cooperative effort has been the first class of graduates, all of whom have successfully passed their national board examination and have received offers for gainful employment. In addition, the colleges have been granted accreditation status by the American Veterinary Medical Association Committee for veterinary technician education and activities. This was a significant achievement because it was the first new truly joint program in the United States to receive this status. It was noted by the site visit team during their exit interview that they were surprised and pleased by the strong lines of communication that existed between two independent community colleges. They were impressed by what the various partnerships had accomplished at an affordable price for all students. The colleges are proud of this example of partnering.

Junior Internship Program

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In September 1998, a 32-week pilot internship program was implemented at Malcolm X College for Best Practice High School Juniors. During the fall semester, the internship program provided career-related seminars (computer technology and allied health professions) that assisted students with making career choices. In the spring semester, the students participated in a simulated United Nations Model. The students were introduced to the basic facts, history and various organs of the United Nations; as well as an opportunity to apply diplomacy to negotiate and caucus to gain support. The collaboration between Best Practice High School and Malcolm X College enabled the students o experience a college environment and to develop positive relationships with both instructors and staff of the college. The program gives the college an opportunity to develop positive relationships with pre-college level students.

The internship program continued for the 1999 academic year and the computer technology seminar incorporated desktop publishing, which provided the students an opportunity to develop a health profession magazine. The academic program at Best Practice High School is built around an integrated curriculum stressing collaborative, experiential learning, inquiry through technology, internships outside school, and student-initiated topics of study.

Voyager Summer Learning Program

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There is a need to implement programs and initiatives that will strengthen the City Colleges of Chicago's K-16 partnership with the Chicago Public School system. Until recently, most of the City Colleges of Chicago's articulation efforts have been focused on senior institutions and on transitional programs from high school to the community college level. For a more effective and complete implementation process of the K-16 initiative, emphasis must be placed on bridging gaps between all levels.

The Voyager Summer Learning Program is a national education reform initiative that provides an innovative K-8 curriculum and advanced teacher training to schools to improve student performance and teacher effectiveness. The integration of the Voyager Summer Learning Program into the Malcolm X College's National Youth Sports Program (NYSP) would strengthen the K-16 partnership with the Chicago Public Schools by developing an effective model that can be implemented by all City Colleges of Chicago

The Voyager Summer Learning Program is a research-based curriculum that is integrated, multi-disciplinary, highly participatory, interest-based, and focused on basic skills development while enhancing critical thinking. The Voyager Summer Learning Program establishes a foundation that results in a smoother transition from K-8 to the high school level and provides for a seamless transition from the elementary to the high school level.

The integration of Voyager into NYSP resulted in exposing students to hands-on, activity-based learning experiences that were designed to nurture curiosity and to promote group dynamics. The implementation of the pilot program that incorporates the Voyager curricula into the NYSP will result in an easier transition for students from level to level. It also demonstrates Malcolm X College's commitment to the Chancellor's initiative to integrate the K-16 system, which is the best means of "making educational reform work, for our state, community institutions, and our students." The Voyager Summer Learning Program is a pilot program that incorporates the K-16 initiative into the NYSP (an annual youth summer athletic and educational program) at Malcolm X College. Malcolm X College's NYSP provides opportunities for youth to benefit from sports-skills instruction, cultural and educational enrichment, engagement in sports competition, and improvement of physical fitness of youth. Young people acquire good health practices to help them become better citizens and the educational component helps to acquaint them with career and higher educational opportunities.

The Voyager experience confirms that children from diverse backgrounds and socioeconomic levels can learn complex concepts far ahead of their grade provided that the concepts are presented with the correct approach and within an appropriate time frame. The Voyager Summer Learning Program consisted of two components (Code Blue and Pre+Med). The curriculum for each component was developed for specific grade levels.

The curriculum for Code Blue was developed for grade levels (6-8) and the Pre+Med program was developed for grade levels (K-6). The students were divided into classes according to grade levels. There were six classes of Code Blue and six classes of the Pre+Med curriculum. The class sizes ranged from an average of 15-18 students per class. Students in both the Code Blue and Pre+Med programs participated in interactive hands-on activities that were related to the medical field. Examples of the hands-on activities included: (drawing of body parts, dissection of beef tongue, creating a model of the bone, diagnosing patient symptoms, etc.). The activity-based learning experiences increased their knowledge about the human body, how the body system works, the function of the major body parts, and a better understanding of procedures that are performed during life-threatening hospital emergency room situations.

During the first week of the program, students completed a pre-test assessment to determine their previous knowledge of the human body and its body parts and functions. The last week of the program the students completed the post-test assessment to evaluate their understanding of the human body, its body parts and functions, basic medical terminology, and correct usage of medical terms.

The pre- and post-test assessment for the Code Blue program measured the student's understanding and knowledge of the major body systems and healthy living plan. Based upon the pre- and post-test assessment of the Code Blue program, the students increased their understanding and knowledge of the major body systems and the healthy living plan by 57 percent. The students advanced from a "novice" level (basic awareness of the major body systems) to the "independent" level, which the results indicated a significant increase in their understanding and knowledge of the major body systems and the development of a healthy living plan.

At the end of the 5-week program the students completed a questionnaire. The results of the questionnaire indicated that 90% learned new ideas/concepts about science and the medical field. The pilot program at Malcolm X College began with an initial enrollment of 220 students and 200 students completed the 5-week program with a program retention rate of 91 percent. The program proved to be successful and provided students with stimulating adventures that motivated students to further research medical and science related career options.

America Reads Program

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Our nation faces a crisis in education—almost 40 percent of fourth graders read below grade level. In addition, there is much debate about a decline in "civil society" in the United States and the role of higher education in helping students become more caring, involved, service-minded citizens. Miami-Dade Community College (M-DCC) is addressing both of these national problems effectively and comprehensively through our America Reads Program—a program that is not only the largest of its kind among community colleges, but one that is also committed to instruction, support, recognition, and collaboration.

President Clinton announced his plans for America Reads in late 1996 and asked M-DCC District President Dr. Eduardo Padrón to serve on his 18-member President's Steering Committee. Dr. Padrón saw America Reads as an effective means to both help students in the K-12 system, and ultimately reduce the number of under-prepared students enrolling at the community college. In early 1997 M-DCC went to work to build an innovative, high quality program that emphasized team building and collaboration.

The first decision the College made was to commit $400,000 a year in Federal Work Study (FWS) funds to hire 150 tutors. The College's Center for Community Involvement, which heretofore focused on coordinating M-DCC's service-learning activities, was asked to develop and direct the America Reads Program. Using the lessons of service-learning, the College knew that planning, orientation, training, reflection, on-going support, and recognition needed to be central parts of our America Reads Program. Even more importantly we recognized that this project was going to be a monumental undertaking that would require the support and genuine collaboration of myriad partners. For example, we knew that we had funds to hire 150 tutors, but where would they tutor, what curriculum would they use, and what kind of instruction would they receive? We also knew that President Clinton needed leadership from us to get other colleges and universities involved, both locally and nationally.

In the spring of 1997 we identified a number of partners for America Reads and created the South Florida America Reads Coalition. Coalition members included Miami-Dade County Public Schools; representatives from the University of Miami, Barry University, and Florida International University; a mentoring coordinator from Big Brothers Big Sisters; several elementary school teachers; directors of several community tutoring programs; and faculty from all four institutions of higher education. We convinced the other three higher education partners to commit an additional 70 FWS tutors, giving the Coalition a total of 220 tutors. M-DCC secured a Learn and Serve America three-year grant from the Corporation for National Service to help purchase materials and pay trainers for tutors from all the coalition members.

Under M-DCC's leadership we agreed that the program would be standardized county-wide, meaning that we would all use the same curriculum, tutoring sites, and that training sessions at the various colleges and universities would be open to everyone. The school system's Division of Language Arts/Reading developed a specialized tutoring curriculum specifically for the FWS tutors. This curriculum targets struggling first graders and involves individualized 30 minute sessions, two to four times a week. Each week in excess of 1,800 children receive individualized tutoring, and more than 5,000 at-risk children have been tutored in the last two and a half years as a direct result of M-DCC's leadership and commitment.

To ensure that tutors and site coordinators received the instruction and on-going support they needed, we developed training and in-service modules. Tutors receive a two hour orientation, an initial curriculum training of four hours, and two hour in-service sessions every six weeks for a total of 12 hours of instruction each year. The in-service instruction provides invaluable support and guidance for our tutors. In addition to time for curriculum review and reflection, in-service topics have included "building America Reads into your resume" and "the effect of reading tutoring on violence prevention." Our faculty help us recruit tutors—especially students who are education majors, are in reading classes, or are interested in working with children, and we have strong partnerships with both Honors and Phi Theta Kappa on all our campuses. The impact on these college student tutors is often transformational. Many change their majors to education or human services, and they gain a whole new perspective on education and on their ability to make a difference in their community. Their commitment to helping others is an act of citizenship and helps the College meet our obligation to serve the community as well. Over 500 FWS tutors have been trained during the last three years. These tutors work at one of 43 sites spread across Miami-Dade County that also receive instruction. M-DCC has hosted more than 20 training sessions in the last three years, helping train more than 500 teachers, reading coordinators, and site supervisors in the America Reads curriculum. For the last two and a half years the College has assumed the complex responsibility of overseeing the logistics of 220 tutors at 43 elementary schools and community sites.

In 1998, M-DCC was awarded one of 61 America Reads Training Grants from the U.S. Department of Education. This grant was used to support Coalition activities, and M-DCC served as the lead fiscal and administrative agent. We produced an America Reads training video and workbook, a parental involvement curriculum and workshop kit, and a Buddy Reading program that targets students and community volunteers with limited time. M-DCC produced 100 parental workshop kits and is in the process of distributing them to all Coalition partners, including the 43 America Reads sites and other schools and community programs that want to train parents to more effectively help their children with reading. To date, we have coordinated 20 parent workshops at local elementary schools attended by more than 400 individuals. We have distributed our training manual and materials to over 100 schools and school districts around the nation. We have held 18 Buddy Reading training sessions in the last year and have trained more than 250 people in this curriculum.

M-DCC also took the initiative to secure approval for an AmericorpsVISTA project to support South Florida's America Reads Coalition. We recruited, hired, and supervise six full-time VISTA members in both 1998-99 and 1999-2000. To foster a sense of collegiality and for the good of the Coalition, we place these VISTA members not only at M-DCC, but also with the other Coalition members.

The South Florida America Reads Coalition has earned a reputation as one of the nation's most ambitious, comprehensive, well-organized, and effective America Reads programs—and M-DCC is recognized as the leader of this coalition. The

College has contributed more than $800,000 in precious FWS funds for our tutors these last two and a half years and has helped provide countless hours of instruction to both the college student tutors and our community partners. Dr. Jeanne Schumm, Professor and Chair of the University of Miami's Center for Teaching and Learning says "I've never seen such a wonderful example of collaboration in all my years in the field of education." Dr. Alicia Moreyra, Director of the Miami-Dade Public School's Division of Language Arts/Reading says "My involvement with America Reads has been the highlight of my professional career." President Clinton and Secretary of Education Richard Riley have both singled out M-DCC for our leadership and commitment, and Dr. Marsha Nye Adler, Director of America Reads/Higher Education calls M-DCC's program and successful collaboration "a model for the rest of the nation." This synergistic effort has resulted in many benefits for our students, our institution, and most important, the well-being of our community.

External Partnerships & Collaboration

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The Principles of Marketing class on Miami-Dade Community College's Wolfson Campus was the vehicle for a hands-on learning experience in which it was partnered with one of the largest corporations in the world—General Motors. The real world of business became the classroom setting for the marketing class. In fall 1999, the students formed a marketing agency which they called Promotion in Motion and conducted a successful marketing campaign. The students participating in the General Motors Marketing Internship (GMMI) were divided into teams simulating those of a real-life marketing agency. They designed, researched, and implemented a marketing plan for GM. The objective was to increase brand awareness for General Motors. The students implemented a research design, designed and printed flyers, business cards and banners, built a Web site, and staged a charity event on campus—generating $110,000 worth of positive publicity for their automotive partner. It was all done with a $2,500 budget underwritten by GM and EdVenture Partners, an educational consulting arm of GM.

The class received guidance throughout from their professor along with several contacts from GM and EdVenture Partners. Beginning as forty-five separate workers, their work grew from the embryonic stages of brainstorming as they learned the synergetic benefits of team-building.

In a presentation meeting with GM executives, representatives of the students' marketing teams outlined how they designed and implemented their marketing campaign. They explained that they used focus groups, primary-data questionnaires and field observation to identify auto trends among the 18-24 age-group at the Wolfson Campus. They used the research findings to make benchmark recommendations for GM's future and to plan the marketing campaign. The students also explained how they managed their small budget which was supplemented by corporate contributions such as free business cards.

Through the partnership, the student booty was introduced to the significance of social responsibility in the business sector. As common to all large cities with a multi-cultural mix, corporate civic and social responsibility is an especially crucial concern This type of institutional advertising platform was determined by the students to serve GM well in the long run. Promotion in Motion's campaign focused on creating goodwill for General Motors by showing the company as a responsible corporate citizens. To do this, the students performed more than 100 hours of volunteer work at the United Way Administrative office and at Miami Book Fair's press table. The promotions definitely left a positive impression that General Motors is sensitive to the needs of the local community.

Brand awareness was accomplished through GM's presence at the United Way Silent Auction, Miami Book Fair International, and the main promotional event on World AIDS Day. In excess of ONE MILLION people were exposed to the GM name throughout the events. Promotion in Motion sponsored a three-day Silent Auction on the Campus with $1,300 in proceeds going to the campus's United Way Campaign. The Campus designated General Motors as the official sponsor of the silent auction. Each student was responsible for collecting ten donations from local community businesses.

The many donations included a weekend at the Miami Wyndham Hotel and 48 cruises from Celebrity Cruises. It was through the students' skilled negotiations that the opportunity materialized for General Motors to become a participant at the Miami Book Fair International (MBFI). MBFI hosts the largest literary street fair in the United States with an attendance in excess of 300,000 people. Two GM convertibles rode in the Miami Book Fair International parade. GM also sponsored three Book Fair Author Presentations Day.

A charity event—General Motors: Great Memories—was the final event of the marketing campaign. It took place December 1 in honor of World AIDS Day. Vehicles from each GM division were on hand as were donated tented booths creating a festival atmosphere. Red ribbons where distributed as participants interacted with the vehicles. Over S32,000 in corporate donations were awarded every five minutes; the larger raffle prizes every fifteen minutes. The donations included two round trip air tickets to Argentina, a week-end for two at the Miami Hyatt Hotel, an evening's stay at a South Beach hotel, a signed basketball from The Miami Heat, and gift baskets with $10,000 of cosmetics and toiletries from American Hygienic Laboratories. The campus donated ten tents at a value of approximately $750. The sale of baked products donated by many area Publix Supermarkets as well as raffle ticket sales added to the agency's donation on behalf of General Motors. Students at the college and residents of surrounding areas turned out to inspect the newest GM vehicles on display, buy raffle tickets for items donated by local companies and donate to the event's bake sale. All of the proceeds went to both the United Way affiliated agency that handles AIDS charity and to a newly-formed scholarship fund. As a result of the agency's success in the sale of raffle tickets and baked goods at the AIDS Day Event, a $1000 check was donated to the College's Foundation to establish a new college-wide scholarship fund for Business and CIS students. The college will make this a matching endowment, thus bringing the initial amount to S2,000. The scholarships, in the name of General Motors Marketing Internship, will continue to be awarded yearly during the Honors Day Ceremony on the Wolfson Campus.

The partnership experience provided valuable skills to the students including

- Valuable fund-raising skills as they collected in excess of $32, 000 in corporate donations
- Presentation skills as they formally presented their marketing plan to forty representatives of GM and the Campus
- Knowledge of importance of corporate social responsibility
- Negotiation skills as they maneuvered a GM presence at the United Way Silent Auction and Book Fair International

All of the above was done in the name of the corporate partner—General Motors.

The KAPOW Program (Kids And the Power of Work) And Miami-Dade Community College Links to Elementary School Students

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As stated in the introduction to its curriculum material, the KAPOW program is a national network of business and elementary school partnerships which introduces elementary school students to work-related concepts and experiences that can be continually reinforced throughout the students' formative years. It was founded in 1991 by Grand Metropolitan Inc. and the National Child Labor Committee, a private, non-profit organization dedicated to promoting the rights, dignity, and well-being of children as they relate to work, working, and education. Their aims are implemented through teacher-directed activities and augmented by worksite volunteers who extend the children's in-class learning experiences through a professionally designed curriculum guide.

Allying KAPOW's purpose with its own, Miami-Dade Community College, in its proactive efforts to reach out to students as early as elementary school age, provides its own community college personnel as an innovative partnering alternative to business entities. Elementary school children can now interact with working professionals in higher education. Each month, for one full school year, five college employees including student services advisors, reading, writing, and education faculty, and department chairs, provide an interactive work-related classroom activity to five designated fifth grade classes for a regularly scheduled one hour period at the elementary school. The volunteers select from eight prepared lessons centering on job, career and self-awareness, positive work habits, teamwork and interdependence, overcoming bias and stereotype, communication and decision-making.

In a creative approach beyond the bounds of the KAPOW program's requirements, volunteers apply the lessons to relevant college activities. The College's Communication Department, which sponsors writing contests on community topics for its own students, has involved the elementary school in a category of its own. Students wrote essays on their wishes for the benefit of their community in a "Millennium Message to Santa Claus." English faculty read and selected the prize-winning essays. A party was held at the elementary school that was coordinated by the College's Student Life program and its student volunteers. Prizes and certificates of participation were awarded to approximately 150 students and their teachers.

The program's required worksite visit brings students, teachers, and parents by bus to the designated InterAmerican Campus. Personnel from student services, student life, financial aid, the support labs, the library, and technical services welcome the guests and walk them through various aspects of the college experience. Students receive promotional information about college programs which link their visit with their homes and the potential for their family members to register for college. The elementary school teachers formally evaluate the success of the program. As a result of their highly positive feedback, the College is now providing KAPOW services for its second consecutive year.

Tufts University/Middlesex Community College Dental Partnership

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Since September 1998, Middlesex Community College and its Dental Assisting and Dental Hygiene programs have sustained a partnership with Tufts University School of Dental Medicine. As far as we know, this is the only public community college/private university partnership of its kind in the country. Middlesex Community College (MCC) and Tufts have similar components to their missions: educational excellence, and community outreach, partnerships and service. This partnership is a unique enterprise that enhances the mission of both colleges. Briefly, the Tufts Dental Education program uses the MCC Dental Assisting Clinic three days weekly to offer dental services to the public in the city of Lowell, Massachusetts. The MCC Dental Assisting (DA) students have their practicum experiences in their own clinic. The public has the opportunity for high-quality, low cost dental care while being an important part of dental education for student dentists and dental auxiliaries.

The MCC programs are almost 30 years old, and have relatively new dental clinic facilities located in Lowell, Massachusetts. The DA program has four dental chairs (operatories) fully and extensively equipped for total dental care. The Dental Hygiene (DH) program has a total of 32 operatories, equipped for dental hygiene care. For many years, the public had been invited to get radiographs, teeth cleanings, oral hygiene education, and other services at reduced rates. People had often walked into the clinic hoping to receive a dentist's services, disappointed that they were not available and often not returning. The DH program had revolving concerns about getting enough patients for their students' required clinic experiences, and the DA facilities were underutilized.

Tufts Dental School dates back to the late 1800's and is located in downtown Boston, Massachusetts. The Tufts faculty wanted to incorporate more community-based experiences into their total dental curriculum, and approached MCC about a partnership. There are dental colleges that run their own dental auxiliary programs, but none known that enjoys such an arrangement as this partnership. Essentially, Tufts set up a dental clinic in the MCC DA Clinic. They established it as an honors program for their top students. Five dental students and at least one instructor are assigned to the site and offer dental services to the public three days a week. The services cost about one-half of the private practice rate, but patients must be willing to spend more time in the dental chair. Tufts provides all their own small instruments, materials and supplies, and keeps the income from patients for dentistry completed by their students. They use MCC equipment that was already in place, and have provided large equipment such as a portable radiographic device. Tufts initially employed a part-time dental assistant to manage their office, schedule appoints, collect payments, and manage supplies.

Our DA students now get much of their practical experience at their own clinic instead of external dental offices. This has proved to be a boon for our students who had limited access to transportation. The DH program continues to keep the revenue for services provided by MCC DH students, and has seen an increase in patients and procedures. Tufts adopted a policy of requiring patients to be seen first in the MCC DH clinic before seeing a dental student. One dental student is assigned to the DH Clinic, and is involved in patient assessment and teaching. MCC faculty have found this enriches the overall educational experience for all students.

This was and is a very complex endeavor. The partnership is progressing smoothly, but required a lot of time and effort. Not all participants saw this as a win-win situation. Many MCC faculty were worried about loss of autonomy and patient experiences to the Tufts group. The Tufts personnel worried that their students would not be able to work with the DA and DH students. Both parties worried about whether enough patients would use the clinics. The Deans decided to have "quality assurance" meetings every six to eight weeks, and did carry the meetings out. No problems were off limits, and most problems were territorial and communication in nature. Participants became confident that issues would be addressed, and became more supportive of the project. All students were exposed to more learning opportunities. The win-win nature of the partnership became more obvious, and faculty efforts to facilitate the partnership were observed.

By the end of the first year, Tufts had provided services for more than four hundred patients, many more than expected. Patients ranged from three to ninety-four years old, and had more than 1400 procedures completed. These involved restorations, crowns, dentures, root canals, extractions and others. Most patients required one to three visits, but seven per cent required eleven or more appointments. Tufts had to hire an additional dental assistant to manage their MCC Clinic operation. They requested and received an additional morning to provide endodontic (root canal) graduate education and services. The Tufts students reported the experience was quite helpful, and greatly appreciated learning to work with the DA and DH students. This opportunity is not available at their Boston campus.

The partnership had led to new opportunities in grants, research, and community service. MCC has received a grant to translate dental brochures into four languages and to provide hygiene services to non-English speaking immigrants. MCC and Tufts will work on a research project with the Massachusetts Water Resource Authority. The project will attempt to assess and decrease the level of dental waste material discharged into the waste system. One of the DH faculty has proposed a free sealant project for Lowell public school children, which is expected to contribute to meeting the goals of Healthy People 2000.

Other projects and grants will emerge as the partnership continues and flourishes. The partnership can be duplicated in colleges with dental auxiliary programs located near dental schools. It is a worthy endeavor that provides a significant health resource to the community at large.

Seamless, Single-Campus Degree Program

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Mississippi Gulf Coast Community College and the University of Southern Mississippi started a "seamless, single-campus" degree program in industrial engineering technology on the Jackson County Campus in the Fall of 1998. The ITE program uses both engineering and management principles to solve problems in the industry. However, it is not a conventional engineering degree, according to Dr. Ruth Ann Cade, who directs USM's School of Engineering. Graduates of the program leave knowing how to bring together the engineers with the technical people on the plant floor. Among the industries interested in the program are Ingalls Shipbuilding and International Paper.

The program is also different than the Two Plus Two programs offered jointly by the two institutions, according to Dr. James Williams, Vice President for USMGC, who says the university is making a commitment to teach all the courses for the new degree at one location.

Gulf Coast President Dr. Willis Lott says, "This initiative with USMGC is another step in the community college's commitment to meet local industry needs. By extending the use of community college classrooms, labs, and library facilities to upper-division level courses, we are making this new four-year degree program more accessible to area students."

According to William Martin, Dean of Instruction for Gulf Coast's Jackson County Campus, the university courses will be taught in the math and science building where community college pre-engineering majors have most of their classes. USMGC's Dr. James Williams hopes that close proximity will help draw community college students to the new program.

According to Iris Menge, USM Director on the Jackson County Campus, they had less than ten majors in 1998 and today this program has over forty-six majors.

Discovery Series 1999-2000

Mohave Community College
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Mohave Community College has been offering the Discovery Series to residents of Lake Havasu City for over six years. From the very beginning, programs have been made possible because of our partnerships established with the state arts agencies, local residents, and the K-12 school population.

The 1999-2000 Discovery Series consists of several separate programs, each funded differently and is the most varied because of increased efforts to partner with more groups and create a broader range of stakeholders. Here is a summary:

"Lunch With the Bunch" is a noon time activity which presents interesting individuals from the local community. It has included talks on astronomy, Alaska, convent experiences of an ex-nun, adventure videos, traveling adventures in Russia, ethnic storytellers, and musical concerts. No budget is allocated for this activity; thus, presenters graciously give their time to share their experiences, videos, etc. This partnering with the rich resource found in the community has proved positive for all concerned.

"Havasu Art Exhibits" run the gamut from student work to guest artist shows. In collaboration with the College's Art Department, students exhibit their work during the fall and spring registration. Anyone registering gets to enjoy the art while going through the registration process. Yearly, the College Art Department Faculty submit art work for display during a February show. For this event, there is an opening reception and the various music ensembles from Northern Arizona University School of Performing Arts provide live music. This NAU connection has also proved to be a valuable partnership, as their students and faculty need performing venues and their participation adds a musical dimension to the exhibit opening. The same partnering occurs with a "Guest Artist Exhibit" in April. All these collaborations permit the presentation of excellent programming at nominal or no cost.

Our partnership with Arizona Humanities Council provides the funds to present a book discussion series from their selection of interesting topics. The series about the southwest have proved the most popular. The local public library promotes the discussion, and some of their members form the core group for each meeting. Individuals from local RV parks as well as Elderhostelers who are in town often join in.

Partnering with the public library has also resulted in frequent sharing of guest speakers. For example, our December Performing Arts Program focusing on Hispanic culture and folklore featured storyteller Juan Martin Rivera. He both entertained and educated a mixed audience of local residents and home school students. Later, this same performer was used by the public library for a library dedication program. While the artists on the Performing Arts Series often perform at the public schools, the charter, private and home school community is often left out. Our partnering efforts are designed to help serve these groups too.

The "Writers Forum" is an extension of an Arizona literary initiative started in 1993. For several years the local college partnered with the Arizona Commission on the Arts to fund four published writers to read and conduct local workshops. After agreeing to an intensified partnership, our college decided to present local published writers and provide a venue for aspiring local writers to have segments of their work looked at by the group and the moderator. The Arizona Commission on the Arts has twice sent their literary director to conduct sessions on how to get published.

The newest addition to the Discovery Series is the "Great Decision Series" which has involved working with the Foreign Policy Agency, Washington D.C.; the United Nations Association, South Arizona Coordinator, Susan Ward; college faculty, both resident and adjunct; and local residents who are coordinating and moderating the eight sessions. This is the most exciting part of this year's Discovery Series because it provides a global dimension with its inclusion of current world interest issues, and it involves the local community in discussing these topics.

The Discovery Series has also partnered with the local Historical Society, the Archaeological Society, the K-12 school district, the Community Presbyterian Church and others. We feel that our partnership endeavors have been beneficial to the College, the presenters and the participants. With little funding and practically no budget, this Discovery Series has grown and has become a respected and valued venue for many of our residents, particularly our winter visitors. Every community should explore similar ventures.

Mohave Theater Support Auxiliary
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The Lake Havasu campus of Mohave Community College theater department is very active. Over the last six years, we have developed quickly, striving for professionalism in all areas of production. Our last musical production of *The King & I* had 78 cast members, 20 orchestra members, 20 back stage support crew members, and a newly formed house management/usher volunteer team.

It is this house management team that sparks this initiative. As stated in "Theatre" by Robert Cohen, "the gathering of the audience is often ignored or dismissed as only 'somewhat' of a concern." However, once the audience is attracted through publicity and promotions, certain procedures for admitting, seating and caring for the audience begin. In order for the audience to lock themselves inside a situation with total strangers for the collective response that theater aspires to, they need to feel comfortable and safe.

Through the recruitment of volunteer community members, we have created a house management usher pool. This pool is trained during a one-day seminar. The seminar is offered as a hospitality class in our schedule of offerings. The curriculum for this seminar, in short, includes the presentation of a motivational speaker, a description of the job duties and assignments, problem situation role playing, and a tour of the performing arts facilities. Special attention is placed on first aid and emergency procedures. Once trained, this group serves the needs of all scheduled Mohave Community College productions as well as all community functions held at the Lake Havasu Center for the Performing Arts.

This newly formed group has been formally named the Mohave Theater Support Auxiliary, affectionately known as "Grace's Angels." It includes a permanent house manager, an assistant house manager and an ushering pool of approximately 30 community volunteers. This auxiliary performed its first service during our recent production of *The King & I.* They received rave revues from our administration, our arts community members, and audience participants. Our audience was greeted with warm smiles, inviting welcomes, and individuals genuinely concerned with their well being and enjoyment.

As the director and producer of the Mohave Theater department, Lake Havasu campus, this newly formed group relieves me of one more overwhelming duty and frees me to concentrate on the artistic product of any given production. It also serves the entire community of Lake Havasu by advancing the appreciation for the arts and the need for continued education in all aspect of this field. Furthermore,. the creation of this support auxiliary, as per the Mohave Community College mission statement, "serves our students and communities by cultivating an environment of educational excellence, innovation, and awareness."

Industrial Maintenance Apprenticeship Program

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The Industrial Maintenance Apprenticeship Program is a collaborative effort between Montgomery County Schools, Montgomery Community College (MCC), the Department of Labor, Jordan Lumber Company, and Montgomery JobReady. There are fifteen members of the Industrial Maintenance Apprenticeship Consortium.

Apprenticeship is a system of skilled occupational training that combines practical work experiences with related academic and technical instruction. In Montgomery County's Industrial Maintenance Apprenticeship Program, John Coyle, Human Resource Manager for Jordan Lumber Company, has designed a training program under Department of Labor guidelines to match instruction at MCC with current and projected maintenance skills needed at Jordan Lumber. High school students are recruited for the program during the spring semester of their sophomore and junior years. Students must register for co-operative training classes while in high school, and prospective apprentices must have excellent math skills, mechanical aptitude, as well as teacher recommendation. The community college officials, JobReady Broker, and the Director of the local Employment Security Commission interview applicants. Parents meet with the Department of Labor Apprenticeship Representative (Sarah Jones), and Jordan Lumber's Human Resource Manager to sign documents and take a tour of the lumber mill. High school juniors, seniors, and community college students are able to work twenty hours a week at Jordan Lumber while they are enrolled in the Electrical/Electronics Technology Program at Montgomery Community College. Hydraulics, pneumatics, and welding will also be offered. Jordan Lumber pays the tuition, books, and fees. The main focus is learning about the machines and equipment used by Jordan Lumber Company. The apprenticeship puts theory into practice by transferring classroom knowledge into real industry application, and it provides an opportunity for students to earn while they learn.

Apprentices work with supervisors, rotating through different departments, and they work with electricians and the maintenance staff. High school juniors will start working at $7.00 hourly for Jordan Lumber Company and will shadow the operators at various locations in the plant to learn the operations of equipment. They work part time, two to four hours in the afternoons or as their school schedules permit. They work full time during the summer. In their senior year, these students will be paid $7.25 hourly, learning the operations of equipment while they continue to shadow the operators in various departments. During their senior summer apprenticeship, industrial maintenance apprentices will shadow the maintenance personnel, learning to repair machinery that they have learned to operate.

All students must complete a two-year degree in the Electrical/Electronics Technology Program at Montgomery Community College. When they enroll in the program, after high school graduation, their pay will increase to $7.50 hourly. They are required to attend college full time during the day, and they will work part time after classes as their class schedules permit. As each student completes a semester (grading period) having earned a grade of C or above, s/he will receive an hourly increase of $.25. Upon completion of the Industrial Maintenance Apprenticeship Program, the student will be earning $12.00 hourly, and apprentices will receive an Associate Degree in Electrical/Electronics Technology as well as an Apprenticeship Certification from the NC Department of Labor.

Student evaluations are an important part of the program. Supervisors send a monthly evaluation of each apprentice's behavior and work habits to the Human Resource Manager. Prior to enrollment in the program, Mr. Coyle will have met with the students individually and as a group. Topics covered in these discussions include safety, motivation, behavior, pay increases, skills gained, relations with co-workers, and community college instruction. John Coyle takes time with each apprentice to make sure success is achieved at every step.

Eleven students are enrolled in the charter class of the Industrial Maintenance Apprenticeship Program. There are three students from MCC Electrical/ Electronics Technology Program, three students from East Montgomery High School (two seniors and one junior), and five students from West Montgomery High School (two seniors and three juniors). Although planning began in 1998, parents and students from the charter class met May 4, 1999, with John Coyle and Sarah Jones for orientation and to sign legal documents. Students began working at Jordan Lumber Company on June 7, 1999.

There are at least a dozen people who are involved with the success of the apprenticeship program. Phil Kissell, Vice President of Academic Affairs and Student Services at MCC, and Harry Baltes of the Employment Security Commission, interviewed the prospective apprentices. Mr. Baltes keeps in contact with John Coyle at Jordan Lumber and has also spoken with other businesses/industries about starting apprenticeship programs. Mr. Kissell also makes sure the instruction at MCC matches the expectation of Jordan Lumber. Art Furr is the Electrical/Electronics Technology Instructor at MCC. He has daily contact with the apprentices in the classroom and in the lab. Margo Gaddy, counselor in MCC Career Center, is responsible for testing, counseling (both personal and academic), study skills, and career guidance. Kathy Harris, Director of Student Services, Beth Smith, Registrar, and Stacey Hilliard, Admissions Counselor, are all three involved with the apprentices during registration. They also consult with Jordan Lumber Company concerning tuition, books, and fees. Wanda Jackson is MCC's Financial Aid Officer, and Debbie Barberousse is Director of Academic Programs. Ms. Barberousse worked with Mr. Coyle in designing the program to meet specifications of the college and the Department of Labor. Gerald Yates is Montgomery JobReady Job Broker.

Montgomery County's Industrial Maintenance Apprenticeship Program with Jordan Lumber Company of Mt. Gilead, NC, one of the Southeast US's leading lumber companies, is an exemplary initiative as it offers this business the chance to recruit and train skilled employees. This program also gives students the opportunity to become highly skilled workers, to further their education, and to explore areas of career interest. Jordan Lumber Company is not only making an investment in the future of these students, they are also working on a plan to give MCC equipment and materials that will simulate the actual job site in the Electronics Lab on the MCC campus. Apprenticeship is the highest form of work-based learning, and Jordan Lumber Company's commitment to Montgomery County and Montgomery County's youth is also of the highest form.

Kid Day at College

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The mission of Motlow State Community College is to "enrich and empower its students and the community it serves." One innovative way the College accomplishes this mission is its annual "Kid Day at College," a day which seeks to join K-12, Motlow College, and local business and industry as partners to introduce younger children to the concept of college. The College began this project in March 1997 as a way to express gratitude for the overwhelming support which Fayetteville and Lincoln County, Tennessee, have given our institution. The Kid Day was first offered as a gift to the children in the fourth grade of Ralph Askins Elementary School and the Eighth District School of Fayetteville. Since its first year (1997), Motlow has been host to approximately 150 fourth graders each year.

Project Organization

The goals for the project are twofold: (1) for children to have a great memory of a day and a feeling of enlightenment about education; (2) for children and their teachers to have an opportunity to experience college from college teachers.

With these goals in mind, individual staff and faculty from Motlow design classes for Kid Day at College to accommodate all the fourth graders regardless of their ranking or level in class. The academic classes vary from year to year according to the availability of instructors. Instructors are Motlow teachers and administrators and volunteers from local industry. Additionally, area industries provide resources and personnel to expose the children to "high-tech" opportunities. The day consists of 6 to 7 classes with a picnic lunch at midday. Classes have included mathematics, computer science, biology, chemistry, storytelling, music, Indian artifacts, and computer graphics demonstrations. All introduce the fourth graders to college concepts, but on the fourth grade activity level.

In order that the children are prepared for the Kid Day at College activities, Motlow sends a faculty representative to present the year's Kid Day at College schedule to each fourth grade classroom about two weeks before the actual date of Kid Day at College. For these trips the Motlow representative takes donated posters and activity airplane and rocket packs from The Marshall Space Flight Center in Huntsville, Alabama. The representative has an opportunity to answer questions from the children and the teachers about the day.

Class Activities

Activities for classes have included:

- MATHEMATICS: Graphing of linear equations on a room-size grid (where students are the actual ordered pairs) and the introduction to programming and graphing on the TI- 82/3 graphing calculator.
- COMPUTER SCIENCE: Introduction to the Internet, word processing applications, and e-mail (students have received e-mail from United

States senators and representatives and have been allowed to "hard copy" these e-mails for a keepsake).

- BIOLOGY: Use of microscopes and scientific models, the "dig for bones," a microscopic look at everyday items, and investigation of water-life models.
- CHEMISTRY: Battery chemical reactions, titration, and chemical formulas.
- STORYTELLING: Fiction and nonfiction varying from Appalachian culture to interesting tales from the Civil War, one recent storyteller a Motlow author of a nationally-known novel The Black Flower.
- MUSIC: Music theory, various musical instrument demonstrations, and the history behind the instruments and music.
- INDIAN ARTIFACTS: "Hands-on" activity with actual artifacts, hypothesizing about early tools and development of devices used by early cultures.
- COMPUTER GRAPHICS DEMONSTRATION: Depending on class size, a tour of the solar system, use of graphics for animation and movie production, scientific and industrial visualization and experimentation, the introduction to the anatomy of the human body, as well as the latest computer games. An employee from the Boeing Company donates the graphics demonstration. The computer workstation, along with the sound and projection equipment, is donated by the Silicon Graphics Incorporation (SGI) from Huntsville, Alabama.

Project Budget

The budget of Kid Day at College is nominal, run primarily with donated time and energies. This day is "free" for everyone. The College donates children's prizes and teacher gifts. The teachers of the school systems are observers for the day. Local businesses donate snacks for each child. The school cafeteria provides sack lunches for the children while Motlow treats the elementary school teachers to sandwiches. The members of the Student Government Association at Motlow work as volunteers where needed for Kid Day. Volunteers for all classrooms and labs include other Motlow students, faculty, staff, employees from local industry, and members of the community. All the instructors and workers donate a day so that a child may be touched for a lifetime.

Indicators of Success

After the first Kid Day at College in Fayetteville, the McMinnville Center for Motlow College in McMinnville, Tennessee, adopted a similarly structured day. Each Kid Day at College is unique with different instructors and classes utilized. The McMinnville Center has also worked in conjunction with Tennessee Technological University to display and demonstrate an alternative delivery system for the college classroom. As with the Fayetteville program, the volunteers and instructors for the McMinnville Center include members of the Motlow Student Government Association, faculty, administrators, staff, and community volunteers. The McMinnville Center has also included a performance by a Renaissance Acting Group that was sponsored by the Motlow Literary Club.

In addition, after the first Kid Day at College, the elementary education majors at Motlow sought out the date for Kid Day and made their own plans to attend and help. The support and work of the Motlow students allow interaction with the fourth graders. An interesting unforeseen advantage is that college teachers have an opportunity to experience teaching at its very best. One instructor after the first Kid Day said the teaching "warmed his heart."

Kid Day at College has intertwined K-12, college faculty, staff, and administrators, and local business and industry. The day has become one that fourth graders anticipate on the first day of school and cherish at the close as Motlow College sends each child home with a souvenir and memories of what college can be.

A Comprehensive College/School/Community Partnership

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This submission will focus on the multifaceted partnership that North Lake has developed with the Irving Independent School District and the Irving community to accomplish, in the most fiscally responsible and efficient way possible, two primary goals: (1) to enable recent high school graduates and unemployed or underemployed adults to realize their full personal and professional potential by gaining the skills and credentials necessary to qualify for the 10,000 jobs that will be available in the Irving/Las Colinas area each year between 1998 and 2002; (2) to enhance and ensure the continued economic expansion and development of the Irving/Las Colinas area by producing skilled potential employees to meet corporations' greatest challenge, a qualified labor force.

The partnership with the schools was formed to develop strategies and initiatives to dramatically increase the number of high school students who graduate and enter college, particularly in programs that prepare students for high demand occupations, without requiring remediation. An environmental scan utilizing focus groups and survey data analysis yielded four primary barriers to accomplishing the goal: (1) lack of awareness of the educational programs, particularly technical programs, and financial assistance available; (2) preparation for college algebra; (3) language barriers (ESL); and (4) completion of the freshman year of high school (only around half the freshman students traditionally make it to graduation).

The School Alliance and Outreach Initiative was accomplished through special agreements with the Irving I.S.D. Two NLC staff members, a counselor and a financial aid advisor, spend at least one day every week on each of the three Irving high school campuses. They have offices and/or assigned space on the high school campuses and assist students in completing financial aid forms and college admissions documents. As a result of this effort, North Lake had a 20% increase in the enrollment of recent high school graduates, with a 48% increase in African American students and a 22% increase in Hispanic students.

The Academy High School Partnership will make possible the construction of a new Irving I.S.D. Academy High School on the property of North Lake College and the extensive offering of evening college courses on all secondary school campuses, including the Academy, in the Irving ISD. The Academy will not be a comprehensive high school; rather it will house the school district's programs in six cluster areas that will prepare students for high demand occupations. Each high school program in the Academy will be a coordinated and articulated with companion college program through Tech-Prep and concurrent enrollment agreements. It is anticipated that most high school students in Irving will attend classes at the Academy at some time in their high school career and that each will have a college transcript upon graduation. The agreement is for 50 years with potential 10 year renewal. The value of the lease of the land by Irving ISD was established as equal to the value of NLC's use of the other Irving secondary schools in the evening. This partnership is estimated to have saved three to five million taxpayer dollars.

Through the Neighborhood College Initiative, a direct result and benefit of the Academy High School partnership, North Lake College is establishing evening college centers in the Irving secondary schools, particularly in remote and/or economically disadvantaged neighborhoods in the city. As revealed in a community survey conducted by the college, many, if not most, residents of these neighborhoods are either unaware of the opportunities available at the college or have transportation barriers to attending college. By making college courses conveniently available in these neighborhoods, residents will be able to reach their professional and personal potential and become familiar with the value and availability of a college education. Another benefit will be an expansion of the qualified work force in Irving to support the rapidly expanding economy.

An extensive partnership between North Lake College and Irving High School, which has been identified by the Texas Education Agency as a "low performing school" and serves an impoverished area of the city, was developed to serve as a model for future initiatives at the other high schools in the college's service area:

"Bridge" Math Course for High School Seniors: Irving High School seniors who are not in high school math courses in their senior year are enrolled in a college remedial math course taught by college instructors on the high school campus. Students are administered the campus form of the TASP (Texas' college entry assessment test) at the end of the course; the goal is for every student to be prepared for college math upon high school graduation.

In the Irving High School Ninth Grade Initiative, over 150 at-risk freshmen have been identified (students who failed all three parts of the eighth grade TAAS Test) and placed with teams of teachers who work together in different subjects teaching the same group of 20 to 30 students. North Lake College began a program for outstanding college students, particularly those that aspire to become teachers, to provide instructional assistants/mentors to the team teachers. The college students complete a course in teaching/mentoring/tutoring and work with the high school teachers around 70 hours per week under the supervision of a college faculty member. This group of at-risk high school freshmen traditionally has had over a 50% failure rate in courses, chronic absenteeism, and a high dropout rate. After the first year of the program, the group of students that North Lake students and faculty worked with had a 14% failure rate, between a 93% and 97% attendance rate, and zero dropouts. The students also have been taken on field trips to the college campus, and career assessment and guidance activities are planned. The Greater Irving/Los Colinas Chamber of Commerce Educational Foundation has provided scholarships for each high school student to concurrently enroll in two-year college courses during their junior or senior year.

In the High School English as a Second Language Instructional Assistance Initiative, two college ESL instructors and two college students are assisting Irving High School content area teachers in science, math, and social studies classes for ESL students. The college instructors are providing ESL instructional assistance to the high school teachers. The college students have a second language background and are working with students individually and in small groups in math classes to help the ESL students comprehend the material.

Currently under construction, the Community Learning Center at Irving High School will be used by high school students in both high school and college courses during the day and by adults in the evening. The center will feature self-paced, computer based courses, career assessment and development materials, and professional counselors/instructors. GTE provided a $75,000 grant to help finance the center.

In addition to the school partnerships, North Lake College has formed alliances and initiatives with the community.

South Irving Center: Partners in this venture include the City of Irving, Irving Community Library, Texas Workforce Commission, and Irving Cares (a non-profit charitable organization). The City of Irving provided 3,500 square feet of classroom and office space in its Health and Human Services Building for the college at one-third the market lease rate to establish the center. The building also houses a branch of the city library, which provides additional classroom space; a satellite branch of the Texas Workforce Commission, which refers clients to the college center; and Irving Cares, which also refers clients to the center. Together, the agencies and the college serve as a "one-stop shop" for an economically depressed region of the city. The college enrollment in the center increased from 60 to 350 in one year.

North Lake Community Library: The North Lake Community Library is a joint venture between the City of Irving and North Lake College. The 50,000 square foot library will be built on the college campus by the college district at a cost of approximately $8 million. The city will operate the library, provide 66 percent of the staffing costs, and $18,000 per month for maintenance, utilities and security. The library will be used as both a college and community library, providing expanded hours and materials for students, extensive business and legal indexes for area corporations, and a first class library for North Irving. It is estimated that the project saved $3-5 million in taxpayer funds.

North Irving YMCA: Through a special agreement between the college and the YMCA of Dallas, a YMCA branch is being built on the North Lake College campus. In exchange for the use of college property, the YMCA will provide a state-of-the-art drop-in child care center for North Lake students at approximately $2.25 per hour.

The Cottonwood Golf Course of the Four Seasons Resort, the host site for the Byron Nelson Golf Tournament, was built on approximately 96 acres of college property. In exchange, the resort pays approximately $400,000 per year to the Dallas County Community College District. These funds were used as the foundation for the Rising Star Scholarships that currently guarantee every economically disadvantaged recent high school graduate in southern Dallas County who graduates in the top 40% of their class or who completes remediation in preparation for college work a full tuition, fees, and books scholarship to a Dallas community college for two years.

Course Equivalency Project

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Contact Person: Dr. Cynthia S. Rose

Facilitating Student Transfer

Oklahoma's higher education system offers three different education environments to optimize educational access for students who are at varying levels of academic preparation or educational goals. The success of this approach depends on how smoothly students move among the two-year, regional, and comprehensive institutions. Therefore, the State Regents prioritize student transfer issues, such as course articulation, in both policies and programming. The State Regents' report to the 1996 Legislature, *Facilitating Student Transfer: A Comprehensive Action Plan*, presented a multifaceted plan to improve student transfer. Its four-parts include: 1) creating working faculty transfer curriculum committees, 2) proposing the development of a system-wide electronic course transfer guide, 3) emphasizing academic advising, and 4) organizing an evaluation process to monitor transfer students' success. The Course Equivalency Project is the implementation phase of the *Comprehensive Action Plan*.

Course Equivalency Project (CEP): Process

The CEP is a system initiative involving 25 colleges and universities affecting approximately 4,300 freshmen plus other undergraduate students annually. It establishes and distributes course equivalency information to facilitate student transfer within the Oklahoma State System of Higher Education. The project's database contains faculty-generated course equivalency information for thousands of courses spanning 27 disciplines. Equivalent courses are configured in matrices that are organized by academic discipline—biology, history, etc. A State Regents' equivalency number (a two-letter prefix and three-digit number) bonds like courses into equivalency groups. Courses in a group are guaranteed to transfer among institutions sponsoring courses in the group.

The CEP operates on a yearly cycle. In May or June, the academic vice presidents of all institutions determine which faculty committees meet in the fall; not all committees meet every year. Presidents annually nominate faculty to the selected curriculum committees during the summer. Each fall, between 300 and 500 faculty representing the entire State System meet by discipline to update curriculum and establish new course equivalencies. The institutions' academic vice presidents review the information in December, and the State Regents accept the equivalencies in January.

Evaluation Criteria

- External Partnerships and Collaboration—The CEP fosters collaboration among higher education faculty, administrators, academic advisers, and registrars, focusing their attention on the importance of smooth student transfer. Faculty generate the course equivalencies and course content descriptions, academic vice presidents update course information and support the guarantee behind the equivalency concept, the Oklahoma Academic Advising Association (OACADA) and the Oklahoma Association of College Registrars and Admission Officers (OACRAO) use the CEP and provide important feedback for system evaluation and improvements.

Further, the CEP provides a transfer information service to postsecondary students, faculty, registrars, and the general public. Not only does it show course equivalencies, but it also provides course content descriptions. This information assists faculty as they design new courses to meet course transfer guidelines. In addition to electronic public access, the State Regents distribute hard-copy documents to institutions and college/university registrars. CEP customers—students, faculty, and registrars—provide feedback to the system that results in system improvements.

- Adaptability—The CEP matrices are maintained on a low cost database with minimal software costs. Administrators, faculty, students and the public access the information via the Internet. Hard-copy documents are provided to college/university registrars.

- Indication of Success—The CEP has demonstrated its sustainability with consistent course expansion and service improvement. The number of courses with equivalencies in the CEP has increased from 1,594 in 1996-97, its first year, to 4,187 for 1999-2000. In the same time span, the total number of semester hours with assigned equivalencies rose from approximately 4,782 semester hours to 12,561 semester hours. The CEP started with just 11 disciplines and has expanded to 27, with 2 more added in 2000-2001 (Business Communications and Business Law). In 1999-2000 the number of equivalency groups stood at 372, up from 114 in 1996-97.

Fall 1995	16 disciplines	1,594 courses
Fall 1996	22 disciplines	2,875 courses
Fall 1997	25 disciplines	3,690 courses
Fall 1998	30 disciplines	4,187 courses
Fall 1999	31 disciplines	4,399 courses

Evaluation of student use is underway. The CEP has gathered course coding information from institutions' registrars that will be useful for showing how often Oklahoma students use the courses that are contained in the CEP. In addition, the CEP web pages at the State Regents' Internet site are among the most used by the public.

- Innovation and Creativity—The CEP re-engineered and streamlined the decision-making process for course transfer among State System institutions. With centralized, up-to-date system information at their fingertips, college/university registrars require less time to make decisions about course transfer and achieve more uniform results for transfer students. Registrars have a central reference point to review historical course equivalency information from 1996-97 to present and students can directly review course equivalencies by using the Internet to access the State Regents' web site (www.okhighered.org/mainmen.html).

The CEP's structure and development are unique. Oklahoma higher education faculty, administrators, and State Regents' staff used a trial and error method to

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develop the CEP, because no model existed to match Oklahoma's needs and resources. Academic executive officers from other states frequently inquire about the CEP and its structure. *Campus and University* magazine recognized the CEP's originality by publishing an article about its development and structure in 1997.* Additionally, in 1999 the CEP was awarded the Governor's Commendation Award for innovation and efficiency.

* Kim K. Bender and Cynthia S. Ross, "A Comprehensive Approach to Facilitate Student Transfer Within the Oklahoma State System of Higher Education," *Campus and University* 73 (Summer 1997): 8-12.

Community Based Clinicals for Occupational Therapy

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As external forces, such as marketplace demand and legislative directive, have changed the face of occupational therapy education in recent years, Owens Community College has taken the unusual step of shifting the clinical emphasis from the more traditional off campus clinical sites (where students are mentored by the one or more licensed therapists who provide the direct patient care) to less traditional partnerships with facilities and organizations who have a need for occupational therapy services but don't have the budgets, typically, to be able to afford them.

In December 1998, the Accreditation Council for Occupational Therapy Education (ACOTE) revised the educational standards for the occupational therapy assistant programs to include non-traditional or community-based practice. This freedom to explore new fieldwork options prompted the program to examine the needs of the surrounding community and market the profession of occupational therapy. The Owens program proposed to provide the licensed occupational therapy practitioner for the required student supervision as well as the service needs of the organization. The response from the community was overwhelming.

As a result of these non-traditional partnerships in Northwest Ohio, many mutually helpful relationships with deserving community organizations have been formed. The symbiosis that has occurred has had wide-ranging benefits both for Owens' students, for the organizations, and for the community. For the students, the experience promotes clinical reasoning skills to transmit the values and beliefs that enable ethical practice; it helps them to develop professionalism and competence as career responsibilities and encourages them to explore new opportunities for employment. The organizations, in turn, are better educated about the profession of occupational therapy. They also observe how this service can assist their clients so that these individuals are able to lead more meaningful and productive lives in their community. The Northwest Ohio community profits as more health care patients begin to resume normal and productive lives and as occupational therapy assistants begin to find jobs in the area where they can put their enhanced skills to work.

One such community-based non-traditional site that has benefited Owens and the facility itself is David's House. David's House is a home for individuals with AIDS.

One individual residing at David's House was blind. He had the desire to become more independent in his environment. By the end of occupational therapy services provided by the Owens' student, the client was able to walk through his entire home, perform his own grooming, bathing and dressing skills, work on his computer and prepare ,a simple meal independently. The student was able to assist the client achieve independence by providing environmental adaptations and fabricating assistive devices so that he was able to perform all of these activities in a safe and efficient manner.

Another community-based site—a summer camp for children with Spina Bifida—allowed Owens' students to develop a curriculum for the camp. The majority of the children involved with the camp have limited activities outside their home. They exhibit dependent behaviors in self-care and often have poor socialization skills. As a classroom assignment, the Owens' students learn about Spina Bifida and its effects; research appropriate physical, social, and emotional developmental levels of 6-12 year old children; and plan and organize all the events for a weekend camp. Over a three-day period, they teach the children how to increase their independence in all areas of daily living skills including self-help (grooming, bathing, dressing, toileting, safe wheelchair transfer techniques), and vocational as well as play and leisure skills. The children are educated about their disability and learn of other community resources available, such as the Special Olympics program. Our students have the opportunity to work with other professionals from the community including physicians, physical therapists, special education teachers, social services, and nursing services. At the end of the program, Owens students provide the parents of the children with a report of the weekend events and guidelines to assist their children in the home environment.

Bittersweet Farms, a non-profit facility for autistic adults is another non-traditional site where the relationship has been mutually beneficial. Bittersweet Farms houses twenty residents as well as provides day programming for individuals in the community who have autism. The residents and day participants work in various areas of the farm including horticulture, grounds keeping, the barnyard, woodshop, and housekeeping. Direct care staff (typically paraprofessionals) work side by side with the residents and community participants to keep them on task. An occupational therapy assistant student assesses the individual needs of each resident and day participant to determine appropriate vocational intervention needs. The student then recommends skills training, and job and environmental accommodation. He/she educates the direct care staff in the areas of individual skill training to facilitate routine and improve job performance of each resident and day participant, especially in the area of behavior management.

Among other community-based sites are a residential home for individuals with Alzheimer's, a summer camp for children and teens afflicted with muscular dystrophy, an intergenerational program serving low-income families, and a day-care program for inner city children. It should be stated that none of these non-traditional sites had access to occupational therapy services before Owens Occupational Therapy Assistant Program began to explore these partnerships.

The program has not abandoned traditional clinical education settings, nor have these sites abandoned the program. Rather, as necessity has dictated a change, the program has sought new ways to meet student needs as well as the needs of the community. As the above examples demonstrate, the philosophical base of occupational therapy and its traditional concepts and roles continue to be taught, but in new venues—in the communities of which we are all residents.

Piedmont Technical College and Lander University Agreement

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It has been said that developmental education is at the center of a conflict between the open door and the demand for higher standards in high schools and four-year institutions. Furthermore, community colleges are being pressured to expand their roles in workforce development and welfare reform, and the current trend is toward relegating all remedial courses to the community colleges. There are many who doubt that community colleges are able to handle the increasing demands for service, but there is evidence that in at least one small corner of rural South Carolina, collaboration for services to provide access for higher education opportunities while maintaining quality does exist.

Piedmont Technical College and Lander University, both in Greenwood, South Carolina, forged a partnership agreement for the delivery of developmental education prior to a legislative mandate and paved the way for other cooperative endeavors between neighboring institutions. Providing appropriate remedial education has been a long-time concern for policymakers in South Carolina. The Cutting Edge Legislation (ACT 629), which became law in 1988, was in part an outgrowth of these concerns and represented a desire by the General Assembly to implement remedial education in an economically efficient and educationally effective manner. The Commission on Higher Education was specifically entrusted to develop provisions, procedures, and requirements for remedial, or developmental, education programs in public higher education. One of the provisions called for the establishment of agreements between public four-year institutions and neighboring two-year institutions for the delivery of remedial coursework.

Piedmont and Lander had a history of cooperation in the mathematics department before 1989, as the two institutions shared one instructor who was on a half-time contract with each institution. Therefore, when the formal agreement was made in 1990 to contract all developmental math courses with Piedmont Technical College, the cornerstone was put in place laying the groundwork for the future. An additional, positive factor was the cooperative spirit, which existed between the two senior educational officers of the colleges as well as between the math faculty members in the two departments.

The original agreement called for Piedmont Technical College to assume responsibility for offering developmental mathematics instruction on the Lander College Campus. The courses had to meet the criteria as specified by Lander, according to Lander's academic schedule. The courses were to be taught by Piedmont Technical College instructors and Piedmont's normal classroom policies and procedures were to be followed. Lander who in turn pays Piedmont a discounted tuition for each student enrolled collects the tuition fees for the courses.

In 1992, the agreement was expanded to include the offering of reading instruction, following the same guidelines of the original mathematics agreement. When the Commission on Higher Education conducted a statewide review of all remedial programs in 1993, an external team who conducted on-site reviews of twelve of the 31 public institutions with remedial programs, the Commission formally recognized Lander and Piedmont for their cooperation in the teaching of remedial courses. The Commission also recommended the two institutions complete the scope of the project by adding Piedmont's teaching of remedial English to Lander students by the 2002-2003 academic year. Since that time the two faculty groups established a dialogue and remedial students are being tracked while an agreement on delivery of services is agreed upon.

This established another benchmark before it was officially due. An agreement between Lander University and Piedmont Technical College for contracting developmental writing courses is on the table for implementation in the fall semester of 2000. The agreement maintains the principles and terms of the original math contract with several modifications that should significantly strengthen the academic program, such as extended office hours for the faculty and limitations on class-size.

The advantages of the partnership agreement are many: students who do not have the required skills level have access to higher education; students do not have to travel across town for courses; university students do not feel labeled; instructors are hired and trained to teach developmental students; and Piedmont receives the FTE count.

The success of the initial agreement paved the way for other partnership agreements between the two institutions. These partnerships include joint admissions, articulation between programs, and ease of transfer. Students who begin at Piedmont may take advantage of the joint admissions agreement, which cuts out hoops and hurdles for students who transfer to Lander University. Also, specific program articulation agreements are available for students entering commercial art, business or computer technology, and nursing, in addition to the transfer programs in Associates in Arts and Associates in Science degrees. Also, Lander and Piedmont are partners with ten public school districts in the service area in the Piedmont Education Network, a distance-learning consortium which provides a two-way interactive distance learning facility for fifteen high schools, and six Piedmont county centers.

The administrators and faculty of Piedmont Technical College and Lander University have created a working partnership that balances institutional "commitment to access and student success with commitment to quality and high standards."(Lazarick, *Community College Journal*, 1997.) At a time of increasing competition for students, it is remarkable and indeed noteworthy to see a spirit of collaboration between the two institutions of higher learning.

Daley College—Gage Park High School—Business/Industry Partnership

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Daley College, one of the City Colleges of Chicago, has been a key partner in the development and implementation of two nationally recognized and award-winning Education-to-Career Institutes at Chicago's Gage Park High School (CPS). Both programs provide students with accelerated, integrated academic and

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vocational/technical curricula at the high school and the College. The two programs were created to prepare students for a variety of career paths in two different fields. Among the unique features included in both Institutes are: 1) the opportunity to earn up to one year of college credits while still in high school and 2) business/industry guaranteed employment of the programs' graduates. The program concept and its implementation at Gage Park High School and Daley College are fully outlined in the 1998 publication *The New American High School* by David D. Marsh and Judy B. Codding.

The two Education-to-Career Institutes serve students with a variety of ability levels in grades ten through twelve. Daley College provides the Institute's students with the opportunity to earn up to one year of college credits while they are still in high school. Students attend classes at Daley after school, on Saturdays and during the summer. The collaborative arrangement was initiated with the support of the City Colleges of Chicago and the Chicago Public Schools' *College Excel Program*. However, its successful implementation is the result of a strong collaborative, cooperative initiative between Daley, Gage Park High School and the business partners who have worked together to create and provide the appropriate curricula. Daley continues to develop and refine the program to meet the ever-changing needs of the business partners who guarantee employment to the Institutes' graduates.

Both Institutes have won national recognition and awards. In 1999, *The Wall Street Journal* and the Employment Management Association recognized the Equipment and Technology Institute as one of five high schools in the nation for its exemplary school/business partnership. In January 2000 the Illinois State Board of Education recognized the P.R.I.D.E. Institute for its partnership's emphasis on aligning secondary and post secondary curricula with occupational standards. Research conducted by the school and the Chicago Board of Education's Bureau of Research and Analysis show that the students in the Institute programs are achieving greater levels of academic success in the academic and vocational/technical classes as well as on standardized exams than non-Institute students. The College, school, business partners, and others involved in the program believe that this is due to the fact that the secondary and post-secondary integrated curricula reinforce students' skills horizontally and latitudinally.

Daley College's Collaborative Implementation of the College Excel Program
With Gage Park High School's Education-to-Careers Institutes:

GPHS/AEDF Equipment and Technology Institute

The Gage Park High School/Associated Equipment Distributors' Foundation Equipment and Technology Institute was started in July 1997 following a year of monthly planning meetings between the school, the College, and the business partners. It was designed to provide secondary level students with an opportunity to acquire the accelerated academic and technical skills needed to access a variety of well paid careers in the high tech heavy equipment industry. The Foundation identified the skills and competencies and created a set of performance standards. Daley developed and has provided the post-secondary level courses, which were needed to expand upon the introductory classes taught at the high school. Daley has scheduled the classes so as to maximize student access. During the school year 1999-2000, the institute included 160 students. The college courses are Hydraulics, Industrial Electricity, Machine Technology, Pneumatics, Principles of

Mechanism, Program Logic Controllers as well as Computer Information Systems courses. The first class is scheduled to graduate in June 2000.

GPHS/ Jewel-Osco & Target Institute of P.R.I.D.E.

The Gage Park High School/ Jewel-Osco and Target Institute of P.R.I.D.E. was initiated in July, 1998 following a year of monthly planning meetings between the school, post secondary, and business partners as well as the Chicago Chamber of Commerce. Its goal was to provide high school level students with an opportunity to access a variety of well paid career paths in the retail fields of food, general merchandise, information processing, and pharmacy. All students must meet the National Retail Federation's customer service skill standards. Daley College developed and implemented the computer and business course sequences needed to address the retail partner's needs. The first class is scheduled to graduate in June 2001. During 1999-2000, there were 100 students in the program.

In early December 1999, the U.S. Congressional American Youth Policy Forum visited Gage Park High School, observed classes and met with the students, teachers, parents, business partners, and the Daley College representative. One of the congressional representatives stated that of all the programs the group had visited throughout the United States the collaborative partnership at Gage Park High School was the best. They expressed regret at being unable to visit the Daley College component in action but were most impressed with the students' appreciation for the opportunities they enjoyed at Daley. The program truly embodies the vision of Ray Marshall and Marc Tucker's 1991 book *Thinking For A Living*. As we submit this application, we are pleased to announce that Gage Park High School, Daley College, and business partners are planning a third Institute that will focus on careers in Aviation and Transportation. Daley College will be providing a similar program for those students.

It should also be noted that the success of these programs has stimulated the establishment of another Equipment and Technology Institute in Lubbock, Texas and the Columbus, Ohio, Public Schools are in the process of initiating eight similar programs with a variety of vocational themes.

Career Exploration

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Salt Lake Community College's Gender Equity Training Center sponsors an annual two day event entitled *Career Exploration* during the College's spring break. The Gender Equity Center coordinators work with career counselors from twenty-two high schools and six schools for students with special needs representing five school districts in selecting approximately 700 students to attend *Career Exploration* on campus.

These 700 students attend one of two day-long activities designed for high school students to explore nontraditional vocational careers through informative classes and projects. At least two of the three classes selected by each student are nontraditional to their gender. Each class incorporates an overview of the career

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area, safety instruction, and a hands-on project. Information about going to college, financial aid, and planning for the future is also available.

The first objective is to create a greater awareness and understanding of nontraditional career options. *Career Exploration* provides an excellent opportunity for students to explore a field of interest or try something entirely different. Last year, 100% of the student participants replied on the evaluation that they had learned something new by attending.

Activities are designed to encourage students to plan early to take advantage of educational opportunities, build skills, and set career goals for the future. Students are also introduced to the concept of life-long learning. *Career Exploration* strives to encourage students to actively pursue careers based on ability, interest, and economic self-sufficiency rather than stereotypes and biases.

All interested students are invited; however, the following students are especially targeted: academically disadvantaged, economically disadvantaged, students with limited English proficiency, single parents, and students with disabilities. Because of preference given to the young parents programs, the participant gender breakdown is approximately 55 % female and 45 % male.

Vocational faculty are invited to apply as instructors for *Career Exploration*. The satisfaction quotient and remuneration are adequate to entice sufficient numbers of faculty to sacrifice two days of their spring break. Classes include: printing, electronics, flight technology, building construction, computer aided drafting/design, architectural CADD technology, visual art design, physical therapy assistant, medical assistant, radiology technology, surgical technology, medical lab technician, dental hygienist, interior design, fashion design, medical assistant, occupational therapy assistant, apprentice chef, welding, non-destructive testing, surgical technician, and automotive.

The Gender Equity Training Center arranges transportation for the students from their schools to the College. Transportation to the airport campus is also available for students who choose the flight technology class. Breakfast and lunch are included in the day's activities.

The Gender Equity Training Center is funded by a grant through the Utah State Office of Education with Carl D. Perkins vocational funds and does not discriminate on the basis of race color, national origin, age, sex or disability.

North County CARES

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North County CARES (Community Access to Resources, Education and Services) is a network that coordinates resources, identifies services and provides mechanisms for sustainable community growth in North St. Louis County. As an initiative of St. Louis Community College at Florissant Valley, the primary goal of this network is to strengthen community support systems so that individuals affected by the welfare reform legislation will sustain long-term employment and achieve a better quality of life. The composition of *North County CARES* includes employers, service providers, educators, government officials, clergy, temporary assistance recipients, and other constituents living in or providing services for people living in the North County region of Greater St. Louis. Over 1,000 organizations and private citizens are affiliated with this innovative network.

Nearly three years ago, St. Louis Community College at Florissant Valley began coordinating community meetings under the direction of Dr. Alice Warren, Liberal Arts Division Dean. The purpose of the meetings was to discuss the impact that the new welfare reform legislation would have on residents of North St. Louis County. At that time, North County had one of the highest populations of public assistance recipients in the state of Missouri.

In October 1998, St. Louis Community College at Florissant Valley hosted the *North St. Louis County Community Summit on Welfare and Work*. At this event, more than 160 service providers, employers, educators, elected officials, public assistance recipients, and clergy gathered to discuss issues related to welfare reform. Participants worked through an intense process, which generated 65 recommendations as to how we, as a community, could provide and improve services for individuals and families that were transitioning from welfare to work. The summit set the stage for the establishment of *North County CARES*. In November 1998, about forty community leaders analyzed the summit recommendations and created task forces that would outline strategies for addressing issues such as childcare, housing, training and education, employment, and mentoring.

North County CARES has become a regional model for community building and community college collaboration. Listed below are several accomplishments:

- Facilitated a team building workshop for service providers and employers
- Hosted a satellite conference for the solicitation of grant applications; the conferences was sponsored by the U.S. Department of Labor
- Facilitated workforce diversity training for employers and service providers
- Developed a recruitment guide that serves as a tool for employers seeking entry -level workers.
- Published a bi-monthly newsletter that gives a voice to individuals transitioning from welfare to work
- Co-sponsored a symposium on poverty with a network of North County churches
- Coordinated and hosted *Summit II: North St. Louis County Community Forum on Welfare and Work*. This summit highlighted the importance of education and training in welfare to work initiatives.

Upcoming activities for *North County CARES* include: a panel discussion with North County legislators, a roundtable discussion with temporary assistance recipients, employers and service providers, and a collaborative meeting to establish plans for a comprehensive education and training program for temporary assistance recipients. An advisory board has been established and charged with monitoring and assessing the network's progress. *North County CARES* is currently seeking funding sources to fulfill its mission and the goals of its strategic plan.

St. Louis Community College at Florissant Valley has addressed a key component of the College's strategic plan by establishing and coordinating *North County CARES.* The specific goal being address is, *to provide leadership and expand outreach to the community in order to promote educational growth and economic development. North County CARES* truly exemplifies community outreach and should be considered for the NCIA Exemplary Initiatives Award in the category of "External Partnerships & Collaboration."

School of Engineering Technology/Public School Partnership

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The SOET/Public School Partnership is a union of SUNY Canton's School of Engineering Technology (SOET) and St. Lawrence-Lewis Board of Cooperative Educational Services (BOCES) formed for the purpose of increasing the number of students who partake in technical education and careers. It is jointly funded by the State University of New York at Canton, a two-year post-secondary school, and the St. Lawrence-Lewis BOCES, a public school cooperative which includes 18 individual elementary and secondary school districts in the rural North Country of New York State.

The SOET Partnership creates a network of secondary and post secondary personnel whose mission is to advance the teaching and learning of technology, college-level mathematics, computer-assisted manufacturing techniques (CAM), computer-aided drawing (CAD), and other related disciplines at the secondary level. Initiated by administrators from both academic levels, the Partnership began as an opportunity to connect the two institutions in order to increase career and advanced-training opportunities for secondary students. Since it was formally organized in 1999, the project has grown into a specific articulated program linking both levels of education and employer groups through field trips, internship and shadowing opportunities, college credit for work done in high school, and attention to industry standards.

A coordinator paid by both stakeholders keeps the mission and goals of the Partnership at the forefront:

- To develop and coordinate collaborative projects which involve all groups;
- To assist with development/review of appropriate math, science and technology curricula to complement and enrich vocational instruction at three Technical Education Centers operated by the St. Lawrence-Lewis BOCES;
- To assist in ensuring all vocational students meet new graduation requirements;
- To develop and maintain a dialogue and ongoing relationship among students, Partners, and industry through projects, meetings, and e-mail; and
- To seek outside support by means of grant or foundation funding.

Although the focus of the SOET/Public School Partnership is academic and practical, the rural and sparsely populated region of the North Country requires partners to be innovative and creative as well. "Introduction to Engineering Careers," a panoramic course for high school students designed to give the overview of careers in various areas of engineering, is offered over the Distance Learning network by SUNY Canton to three participating high schools. Students enrolled in this course participate in projects, field trips, and plant tours, in addition to mentoring by various engineers in employer groups. In addition to observing "real engineers," students learn the difference between a technician, an engineer, and a technologist and the training required for each profession.

The Partnership also runs CAD/CAM (computer aided drawing/computer aided manufacturing) classes at four high schools. The technology teacher in that high school is trained to offer the class, the equipment is delivered to the school to use for the length of the class, and the students gain college credit at the completion of the course.

The Partnership teams with other related high-tech career programs, which have a work-based foundation. Tech Prep, a federally-funded program concentrating on two-plus-two initiatives and linkages between secondary and post secondary, is directly involved in ongoing curricular changes. The Partnership serves as advisors to the Massena School District's Tech Prep/School-to-Work program and participates on the Advisory Council for a six-county Tech Prep (technical preparation) consortium in upstate New York which serves 64 school districts.

The mission, goals and activities of the SOET/Public School Partnership are replicable and can serve as a model for other college/public school connections. For example, teachers at the secondary level are given the opportunity, as part of the Partnership's focus, to be trained in appropriate teaching techniques that will advance student learning. This concept could be applied nationally. Also, the Partnership's Introduction to Engineering Careers course would be effective at any high school in the country because engineers are in demand in all areas. Federal funds such as VATEA (Vocational and Technical Education Act) are easily used to expand vocational education at both levels and can serve as an early resource for this and similar programs.

The Partnership has succeeded on our campus by increasing the number of visits by high school students and teachers and by increasing the awareness and interest of students in technology education and careers. The first step in a Partnership of this nature is an on-going education campaign. Throughout the various activities the Partnership offers to students and teachers, it increases the awareness of SUNY Canton, technical education, and technical careers. Teachers and students often remark, "I had no idea that SUNY Canton had this much to offer." Those same teachers then begin to bring their students to visit our campus annually.

College students also benefit from the Partnership through the additional learning opportunities it provides. The success of our campus is partially defined by the success of our students and any student who participates in Tech Prep has an increased chance of success. For example, the Massena Tech Prep project provides an opportunity for students to mentor high school students, collaborate with graduate students, as well as work with local industries on a regular basis. Not only do the students learn about project management, supervising, and training, but they can also use these activities to build a strong resume in order to obtain meaningful employment upon graduation. The network of local industries that is developed through this project is an excellent springboard for the students as they enter the work world.

To summarize, the Partnership believes that innovative academic programs, such as the SOET/Public School Partnership, encourages high school students to seek technical education and careers for their future. By providing this kind of seamless transition from secondary to post secondary, students are given an opportunity for academic excellence, work-based learning, marketable and transportable skills, plus a strong emphasis on hands-on learning in real-world situations.

Partners In Extended Learning For The Mars Millennium Project

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Triton College's Library/Learning Resource Center (LRC) and its Cernan Space Center Museum have developed a model program of cooperation to provide programs and services for extended learning time and lifelong learning services for children and families in Illinois' Community College District 504. The Library/LRC and Cernan Museum recognize that students spend only a small part of their day in school. For many students, particularly disadvantaged students, greater or more productive use of time is needed outside the classroom. As an alternative solution to this widespread problem, Triton's Library/Museum collaboration offers *Partners in Extended Learning For the Mars Millennium Project and Beyond* (Also referred to as Triton's MMP). This unique program is funded by a 1-year grant from the Institute for Museum and Library Services (IMLS). The grant allows the partners to seize an opportunity to (1) help develop an informed citizenry, (2) address educational needs of students and adults outside the traditional classroom, (3) provide extended learning time for disadvantaged students and adults, and (4) plan new space communities for the new millennium.

Triton's *Partners in Extended Learning For the Mars Millennium Project and Beyond* is part of the nationwide *Mars Millennium Project,* an official White House Millennium Council Youth initiative. Triton's project focuses on a group of 50 local K-12 students and seeks to facilitate the education of the "Mission Team" by having them explore their own communities, learn practical uses of math and science, and use their imaginations to create a livable community on the planet Mars for the year 2030. The first phase of the project culminates with the development of a web page exhibiting the students' Mars community creations. The web page will be judged against other student projects nationwide in June 2000. The first phase of the project is a 16-week extended learning program held on Triton's campus during after school hours, 3:30 p.m. to 6:00 p.m. Mondays through Thursdays and Saturdays. The program's weekday activities reflect the following schedule:

	Monday	Tuesday	Wednesday	Thursday
Age Group	*High School*	*6-8 Grade*	*3-5 Grade*	*K-2 Grade*
3:30 - 3:55	Refreshments Warm-up Activity	Refreshments Warm-up Activity	Refreshments Warm-up Activity	Refreshments Warm-up Activity
4:00 - 4:55	MMP Activities	MMP Activities	MMP Activities	MMP Activities
5:00 - 5:55	Skills Practice	Skills Practice	Skills Practice	Skills Practice
6:00	Conclusion	Conclusion	Conclusion	Conclusion

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Saturday events include field trips, hands-on workshops, and presentations by specialists in various fields. The MMP Activities component is organized around science and social themes. Students work in the planetarium/museum, the computer lab, and the library. They research topics, keep journals, and each develops a personal portfolio. The Skills Practice component of the program is provided using skills enhancement software which adjusts to the learning level of the individual participants. Following the national competition, local conferences will be held on Triton's campus to highlight the work of the program participants. Other activities include education-to-careers workshops for students and adult volunteers. The grant-funded program continues through September 2000. Partners in Extended Learning for the Mars Millennium Project was submitted as a potential initiative for the college's 2001-2003 strategic plan.

Triton's MMP is designed to be adaptable. The total program model can be replicated or segments can be successfully adapted to another organization's environment. The Library/LRC's "Bridge Programs" serve as evidence of workable extended learning models. *Partners in Extended Learning for the Mars Millennium Project and Beyond* creates a broader based workable model from which portions can be adapted and applied to other type libraries singularly or in partnership with museum(s). A library can partner with any museum via teleconferencing, satellite, the Internet or packaged videotapes. Program participants can also physically visit both agencies to view or utilize tangible objects or images. Triton's project is rather unique in that twenty-five communities comprised of 320,000 residents within a 65 mile area have access to a state-of-the art, newly renovated, technology based community college Library/LRC and space exploration museum.

This project is timely and appropriate for it coincides with First Lady Hillary Rodham Clinton's launching of the national Mars Millennium Project, from which it is adapted. Based on the issues addressed by *Partners for Extended Learning for the Mars Millennium Project and Beyond,* it is quite probable that many communities will have interest in replicating the total program.

Triton's Research office will assist in the overall evaluation of the project at its conclusion. Formative and summative evaluation methods will be conducted. The goal of the formalized evaluation process is to collect data needed to determine whether modifications in the implementation of the project are needed to achieve the stated objectives and outcomes. The granting agency has also provided the project partners with an opportunity to increase the likelihood of success with Triton's Mars Millennium Project. The IMLS appointed a consulting agency to facilitate a workshop for grant recipients to train them in applying performance-based evaluation to projects and programs. In addition to the workshop training, the consulting agency provides ongoing consultation to the grant recipients in clarifying specific inputs, outputs, targets, outcomes, and all other components necessary for a thorough and complete program evaluation. Triton's Mars Millennium Project partners participated in the workshop, resulting in the identification and greater focus on necessary components for the overall success of the program. The partners also volunteered the Mars Millennium Project as a model program of success to the IMLS for future reference.

The *Partners in Extended Learning for the Mars Millennium Project and Beyond* program is a positive step towards promoting libraries and museums as leaders in the formal and informal education of lifelong learners in the 21st century. With an easily replicable format and a very detailed and focused evaluation process in place, the program is an outstanding educational model for other institutions to follow.

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ABOUT NCIA

The National Council of Instructional Administrators (NCIA) is a private, nonprofit, professional organization affiliated with the American Association of Community Colleges (AACC). With membership in two-year institutions across the nation and Canada of over 4,700, the NCIA is the largest such affiliated council.

Committed to leadership, innovation, advocacy, and development for the improvement of teaching and learning, NCIA is the national voice for the opinions and concerns of administrators of instructional programs in two-year colleges. The Council is consulted by the leadership of the American Association of Community Colleges and by other national organizations on matters of importance regarding instructional programs.

In addition to an annual volume of Exemplary Initiatives, NCIA publishes a quarterly newsletter, and, on a periodic basis, literature searches on vital instructional topics. National, regional, and state workshops are sponsored, and major presentations are made at various annual conventions including the annual AACC meeting.

Persons interested in membership in NCIA may:

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